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Self- development course



SUPPORTING DISADVANTAGED CHILDREN TO
DISCOVER THEIR STRENGTHS AND THRIVE IN LIFE



On my feet

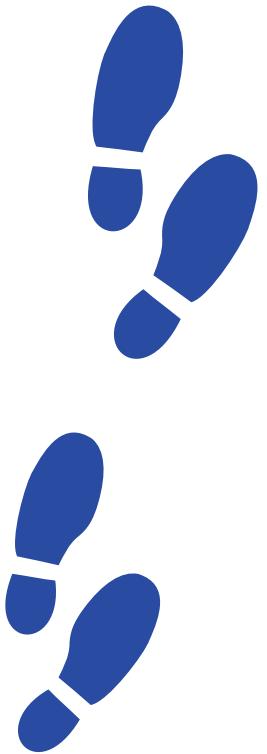
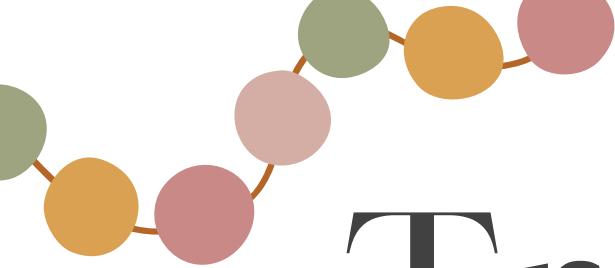


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TRAINING PLAN



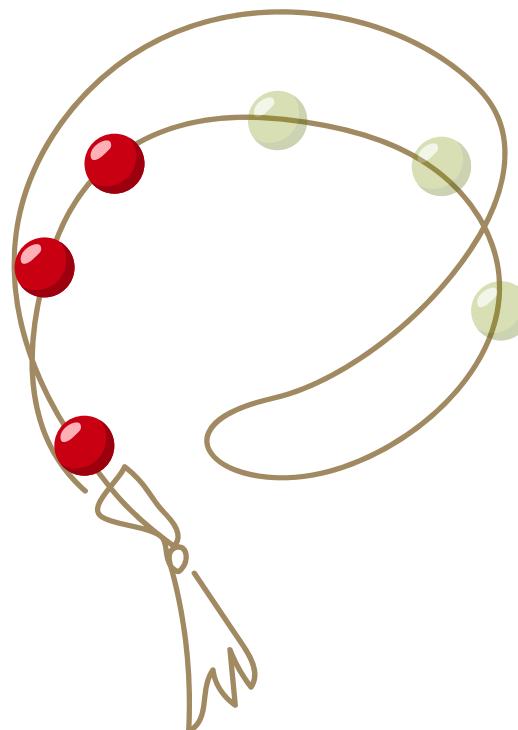
Training plan



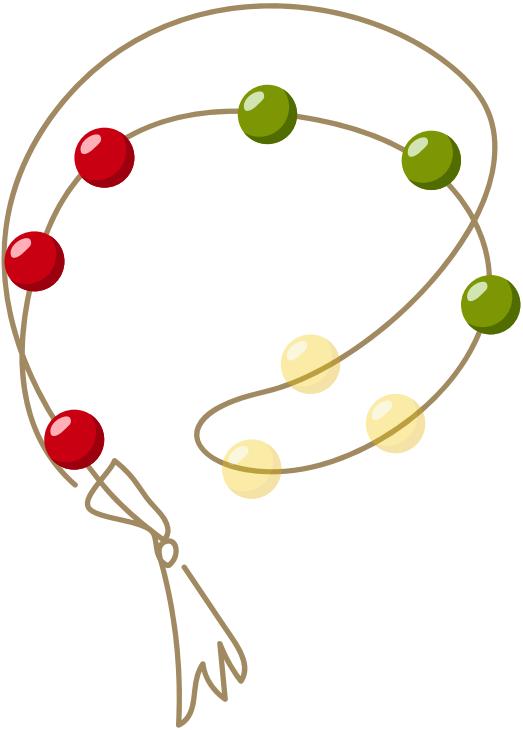
Communication



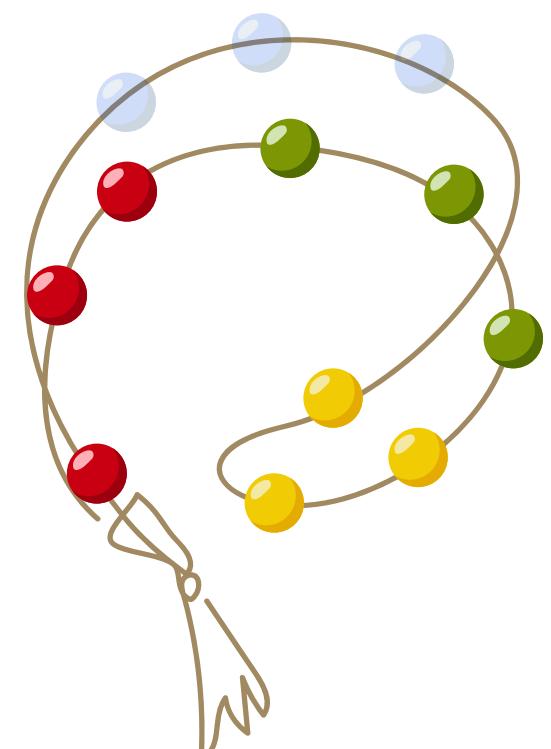
Cooperation



Creativity



Critical Thinking





LIST OF MATERIALS



List of materials and tools

Tool	Number of units	Module
Training plan A3	1x for the whole group	1–5
Bracelets - strings and beads	<u>String</u> for every participant <u>12 beads</u> for every participant (in 4 colours if possible)	1–5
White papers	Several for each participant	1–10
Writing pads under paper	For every participant	1–10
Stationery	Every participant should have them, but a couple in reserve	1–10
Flipchart paper		1–10
Colored flipchart markers		1–10
Magic Maze	1 set of the game for max 8 people, i.e. approximately 2 sets of the game	3
Blindfolds	For every participant	3 a 7
Skewers and adhesive tape	Pack of skewers and tape for each group	3
Hair dryer	1x	3
Twine/rope/other	1x	4
Paper saying "passive"	1x	4
Paper saying "aggressive"	1x	4
Journey in the rainforest	1x print on A4	6–10
Any item for each pair	1x for a pair	7
Story Cubes	1 game for about 5 participants, i.e. 3-4 sets of games	10
Coloured paper, stickers, magazines, string (any material suitable for collage)	For every participant	10
Post-it notes	For the whole group	10

Print	Number of prints	Module
Typology test	For every participant	1
Typology chart	For 4 groups (4 colours)	1
Typology 4 colours	For 4 groups (4 colours) 1x for facilitator (or electronically)	1



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Typology Strengths of Types	1x for facilitator (or electronically)	1
Typology cards	1x for all and cut	1
Game Cards Verbal	1x for all	2
Game Cards Nonverbal	1x for all	2
Game Cards Written	1x for all	2
Worksheet	For every participant	2
How to write a good CV	For every participant	2
Ten Commandments of Cooperation	1x for facilitator (or electronically)	3
Examples of behaviour types	1x for facilitator (or electronically)	4
Assertiveness_model situations	1x for all and cut	4
Assertiveness – I statements	1x for all and cut	4
Asertivita – já výroky řešení	1x for facilitator (or electronically)	4
Worksheet Critical thinking 5	For every participant	5
Black stories game assignment	For every group (cca 3)	5
Black stories answers	For every group (cca 3)	5
Discussion topics	For every group (cca 3)	5
Evaluation card	For every group (cca 3) and facilitator	5
Elevator Pitch Worksheet	For every participant	6
Topics for self-presentation	For every participant (or electronically or on the board)	6
Role Play	For every group (cca 4) and facilitator	7
Conflict Strategies Worksheet	For every pair	7
Examples of situations	1x for facilitator (or electronically)	7
Emotion Cards	1x for all and cut	8
Situation Cards	1x for all and cut	8
Tribal emotions – reactions to situations	1x for all and cut	8



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5 Whys Method	For every participant	8
5 Whys Method - Worksheet	For every group (cca 2-3)	8
Brain warm-up_task	For each pair/triplet	9
Brain warm-up_answers	1x for facilitator (or electronically)	9
Critical Thinking Worksheet from Module 5	1x for facilitator (or electronically)	9
Critical Thinking Worksheet II	For every participant	9
10 Commandments Example	1x for facilitator (or electronically)	9
IKIGAI	1x roll tied with ribbon	9
Ikigai	For every participant	10

Technical equipment
Speaker
Computer
Data projector
Stopwatch for timekeeping (mobile)



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MODULE 1

INTRODUCTION



Module 1: Introduction and colour typology

Activity	Min.	Description	Materials
Introduction	10	<p>We will welcome the participants, introduce the programm and the course content.</p> <p>We'll take the participants into the story: <i>"Now we move into the deep forests of South America. One of my very close friends, Bára, is studying ethnology and recently went to the Amazonia as part of her PhD. studies. I received a message from her last week. During a visit to one of the local tribes, they met a girl who was found injured and abandoned in the middle of the rainforest a few weeks ago. They took her in, treated her and would like to return her to her family, but they don't know where she came from. The girl speaks a language that no one understands and has atypical characteristics that make her not belong to any of the local cultures that have been explored so far. So it seems that they are on the trail of a previously undiscovered indigenous tribe</i></p> <p><i>Bára and a few other classmates begin to prepare an expedition to discover the tribe and bring the girl back home. Since they are short-handed, they are looking for a few more people to complete their team. She sends me a training plan, and whoever successfully goes through it can become part of the expedition!"</i></p> <p>We will present the training plan. Gradually as we move through the models and prepare for the expedition mission in the Amazon rainforest, we will receive one bead for completed tasks and create your expedition bracelet, which will be your ticket to the mission. At the same time, we will mark here on the training plan how we are progressing and how many beads we are still missing.</p> <p><i>I think it could be a good challenge for our group. Are we in?</i></p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>Bracelet for each participant:</p> <ul style="list-style-type: none"> – String - for each participant – Beads - 12 for each participant
Playful portraits	25	<i>"Before we start training, let's get to know each other a little."</i>	Music playback devices



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		<p>Each participant will be given a blank sheet of paper + writing pads to make it easy to write on the paper. They sign the paper with their name. We will play music. While the music is playing, participants walk around, mingle with each other, as the music stops, they form pairs with whoever is closest to them. They swap their papers and start painting their partner's portrait. In this round, they paint only the shape of the head and the hair. They return the portraits to each other, so each person leaves with a piece of paper with their own name on it. The music starts playing again, the participants mingle again, walk, dance :) When the music stops, they form pairs again, always with someone they haven't been with before. Again they exchange their papers and paint. This time the eyes. The music plays again, then they find a new partner and paint a nose. The next round, they paint a mouth and finish whatever is missing from the portrait.</p> <p>When the portraits are finished, the participants form a circle, show the portraits to each other, and in turn, each person briefly introduces themselves to the group (+share what they would like to take away from the course). The portraits can then be displayed in the room.</p>	<p>White paper and writing pads for each participant</p> <p>Stationery</p>
Video: Typology of Personality	10	<p><i>"The expedition to the Amazonia will be challenging, we don't know what to expect there. We need to be able to react as best as possible to any situation. That's why we are now going to learn about personality typology, which helps us to understand ourselves and others more closely."</i></p> <p><u>Let's play the video Color typology.</u></p>	<p>AudioVisual technology</p> <p><u>VIDEO: Colour typology</u></p>
Personality typology - test	10	<p>Each participant will receive a printed typology test document. They have about 5 minutes to read the table and circle the statements that are closest to them. In each row they can select just one statement.</p> <p>Evaluation – everyone adds up how many statements they have in each column. The column with the highest number of statements corresponds to his/her colour type.</p> <p>Column 1 - blue Column 2 - green Column 3 - yellow</p>	<p>Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Typology test - for each participant



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		Column 4 - red	
Benefits of each type	30	<p>Participants will divide into groups according to their colours and reflect on the strengths of their personality type. They are given a printed Typology Chart document and info about their color type from the Typology 4 Colors document. They write down their preferences of each type on flipchart paper. If possible, write each type with a marker corresponding to the color of their type. They have about 10 minutes to prepare. This is followed by sharing, during which you can edit/add to their knowledge - see the document - Typology Strengths of Types. If one of the colours is not represented, you introduce it (See documents Typology Strengths of types and Typology 4 colours).</p>	<p>4 sheets of flipchart paper Colored markers for flipchart</p> <p>Print:</p> <ul style="list-style-type: none"> • Typology chart - for 4 groups (4 colours) • Typology 4 colours - for 4 groups • Typology_Strengths of types - 1x for the facilitator • (or available for consultation in electronic form) • Typology 4 colours - 1x for the facilitator • (or available for consultation in electronic form)
Break	15	Break	
Colourful personalities	30	<p>We'll split the group into two teams. Teams rotate which team sends a representative. The sent representative draws a card (see Typology Cards document). He tries to describe (or pantomime +1 point) what character he is (+1 point) and his personality typology colour (+1 point) that describes what personality type he is. Each player has 2 minutes to demonstrate/explain. The team that guesses wins points.</p>	<p>Flipchart / board A cell phone to track time.</p> <p>Print:</p> <ul style="list-style-type: none"> • Typology cards - 1x and cut



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		<p>Whether a player describes or demonstrates is up to the player.</p> <p>We play until all players have taken their turn in demonstrating/explaining. If the participants enjoy the game and we have enough time, we can give two rounds.</p> <p>The maximum points earned in one round is 4.</p> <p>The character was guessed as described +1 point</p> <p>The character was guessed by pantomime +2 points</p> <p>Colour type was guessed as described +1 point</p> <p>Colour type was guessed by pantomime +2 points</p> <p>Note: Each team has only 1 attempt to guess the colour type. If they guess the color and it is not correct, they can no longer guess the color (the personality/character can).</p>	
Reflection	15	<p>We ask the group questions to help them anchor new realizations and put them into practice.</p> <p>Examples of questions we can ask:</p> <p><i>What did you realize through color typology?</i></p> <p><i>What have you realized about yourself?</i></p> <p><i>What have you realized about the others?</i></p> <p><i>How can you use the knowledge from colour typology in practice?</i></p> <p><i>How can the knowledge of colour typology help us in communication?</i></p> <p><i>How can we apply the insights of colour typology for successful collaboration?</i></p> <p><i>What color typology should we keep in mind the next time we train for a trip to the Amazonia or in the Amazonia itself?</i></p>	
Human knot	15	<p><i>"Now we have learned something about ourselves and others that will be useful when working as a team. Because during training and then especially during the trip itself, the cooperation of the whole team will be the key, let's test how we are doing."</i></p> <p>Participants form a circle, stand as close to each other as possible. Ask them to close their eyes, reach out their right</p>	



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		<p>hand and hold hands with someone standing on the other side of the circle. When they have done so, ask them to reach out their left hand and link it with someone again. It is important that no one holds their neighbour's hand. Without disconnecting their hands, the group is asked to untangle (with open eyes).</p> <p>The activity ends when the participants stand in an untangled circle or it is clear that the circle cannot be untangled.</p>	
Reflection	10	<p>We ask the group questions to help them reflect on what happened in the game and what we can take away from it about group collaboration.</p> <p>Examples of questions we can ask:</p> <p><i>How was it for you?</i> <i>How do you feel when you've failed to untie the knot?</i> <i>What worked?</i> <i>At what moments and thanks to what were you able to untangle the knot?</i> <i>What was challenging?</i> <i>What didn't work?</i> <i>How was the communication?</i> <i>What did you fail/succeed in terms of communication?</i> <i>What was important for you to succeed?</i> <i>What was everyone's role in making the task a success?</i> <i>What is important for successful cooperation?</i> <i>What should we remember so that we work well together and succeed as a team in future activities?</i></p>	
Conclusion	10	<p>Together we will go over what we have accomplished today (clapping! :)) and tell each other what to expect next.</p> <p>Each of the participants will express in one word what it was like for them today.</p>	



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Module 1 - Materials and handouts

Color typology test

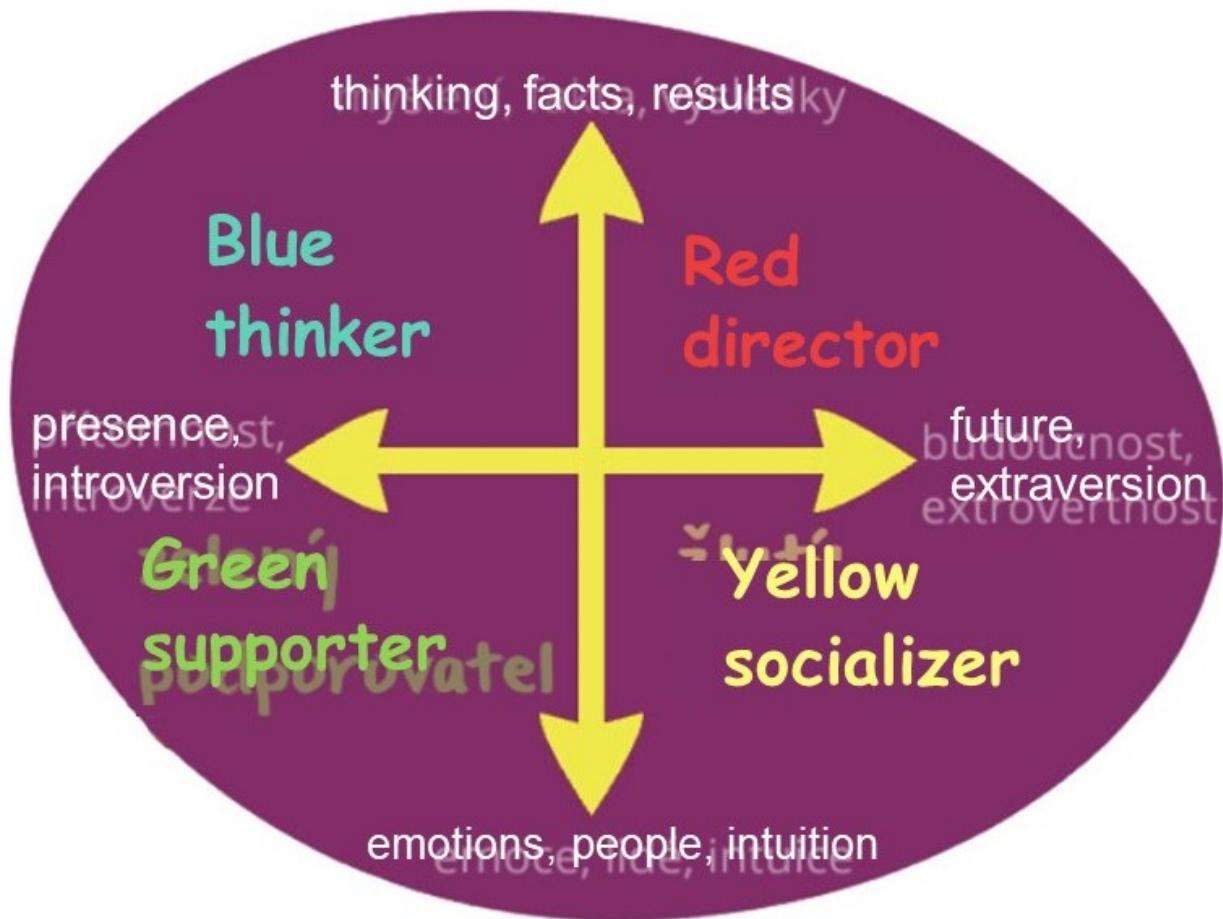
Teamwork	I'm more of an individualist.	I'm a team player.	I'm a team player, but I need to excel.	I'm an individualist, but to achieve the goal, I become a team player.
Leadership	I lead with steady hand, but I don't feel comfortable in this position.	I'm not fond of being a leader. I prefer to leave it to someone else.	At the front of the fun, yes, otherwise almost no one takes me seriously.	I'm a natural leader.
Goal orientation	The goal is primary.	People go first.	My goal is to entertain people.	Everything should be goal oriented.
Relationship with people	I have very few friends, I'm more of an individualist.	I have a lot of friends, mostly thanks to listening.	I have a lot of friends, especially new ones.	I have few friends; I choose them carefully.
Description of expression	I express myself with numbers, facts, graphs.	I express myself through numbers and emotions.	I express myself through images and stories.	I express myself through a combination of logic and story.
Clothing accessories	Rather conservative, I don't care about fads.	Caring about clothes is irrelevant to me.	I follow fashion, I like extravagance.	Image is important, I like designer clothes.
Entertainment	Entertainment distracts from work.	A quiet chat is ok.	That's it, I love fun.	It's good to relax for a while, even better in combination with competition.
Competitiveness	I like to compete, but only in my head.	I compete when it's nothing important.	I want to be the best.	Life is challenge.
Keywords	System, precision, perfection, numbers, facts.	Harmony, peace, help, friends, team, feelings.	Action, fun, energy, sunshine, cheerfulness, mood.	Success, challenge, performance, speed, future, determination.



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Typology chart



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Typology - Strengths of types

Red personality type

- Self-confidence - Typically confident and assertive.
- Decisiveness - Can make quick decisions.
- Leadership - A natural leader who takes the lead.
- Competitiveness - Trying to be the best.
- Courage - Willingness to take risks.
- Directness - They communicate clearly and directly.
- Ignition - High motivation to achieve goals.
- Energy - Very dynamic and energetic.
- Problem Solving - Excellent ability to solve problems effectively.
- Passion - Intense and passionate about their interests.
- Resilience - The ability to bounce back from setbacks.
- Practicality - Focus on concrete results.
- Courage - Bravely facing challenges.
- Ambition - High aspirations and goals.
- Independence - They prefer to rely on themselves.

Blue personality type

- Empathy - Highly empathetic and caring.
- Communication - Excellent oral and written communication skills.
- Loyalty - Deeply loyal to friends, family and causes.
- Supportiveness - Great at supporting and caring for others.
- Introspection - Reflective and thoughtful.
- Reliability - Reliable and trustworthy.
- Emotional Intelligence - Strong understanding of emotions.
- Patience - Can wait calmly for results.
- Persuasiveness - Can subtly influence others.
- Diplomacy - Good at mediating conflicts.
- Creativity - Imaginative and artistic.
- Sensitivity - Very sensitive to the feelings of others.
- Teamwork – Collaborates very well
- Morality - A strong sense of ethics and justice.
- Ability to listen - Exceptional listeners.



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Green personality type

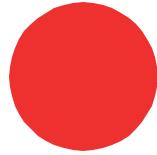
- Analytical skills - Strong ability to analyze and solve complex problems.
- Precision - Attention to detail and accuracy.
- Logic - Highly logical and systematic.
- Calm - Maintains calm under pressure.
- Curiosity - Always curious and eager to learn.
- Innovation - Innovative and creative thinking.
- Objectivity - Maintains objectivity in decision making.
- Efficiency - Seeks the most efficient solution.
- Strategic Planning - Good at long term planning and strategy.
- Seeking knowledge - Constantly trying to expand their knowledge.
- Independence - They value independence in thought and action.
- Methodical approach - Approaches tasks in an orderly manner.
- Technical Skills - Often proficient with technology and systems.
- Focus - The ability to concentrate intensively.
- Rationality - Decisions are made based on reason.

Yellow personality type

- Optimism - Generally positive and full of hope.
- Sociability - Friendly and sociable.
- Enthusiasm - Enthusiastic about activities and life.
- Flexibility - Adaptability to changing situations.
- Creativity - Creative and often innovative.
- Inspiration - Inspires others.
- Humour - Great sense of humour and fun.
- Openness - Openness to new ideas and experiences.
- Energetic - High energy and liveliness.
- Persuasiveness - The ability to convince others with charm.
- Informality - Casual and relaxed.
- Adventure - Likes to try new things.
- Expressiveness - Openly communicates their feelings.
- Spontaneity - Spontaneous and impulsive.
- Charisma – Charismatic and engaging.



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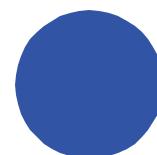
Red (director)

- has clear goals and visions
- needs challenges
- likes the feeling of power or control
- understands systems and knows how to use them
- communicates very well
- likes to follow fashion trends
- most often in management positions



Yellow (socializer)

- extrovert
- likes to be in the centre of attention
- needs recognition from those around him
- optimist
- often guided by their intuition
- born entertainer, creative, businessman
- presents very well



Blue (thinker)

- practical
- detail oriented
- loves charts, numbers, tables, facts
- more introverted
- prefers a quiet gathering of a few friends rather than a large company
- likes system, tradition
- excellent accountant, lawyer, scientist, programmer



Green (supporter)

- needs to know the facts, but makes decisions based on emotion
- focuses mainly on the present
- often think more about others than themselves
- finishes things
- excellent listener
- most often a teacher, civil servant, psychotherapist, or in the helping profession



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James Bond

red



Shrek

red



Darth Vader

red



Donald Trump

red



Princess Elsa

red



Harry Potter

red



Jack Sparrow

red



**Homer
Simpson**

red



Ron Weasley

yellow



Iron Man

yellow



Bart Simpson

yellow



Phoebe Buffay

yellow



Princess Anna

yellow



Sponge Bob

yellow



Barbie

yellow



**Pippi
Longstocking**

yellow



Taylor Swift

green



Frodo Baggins

green



**Captain
America**

green



Hagrid

green



Dumbledore

green



Václav Havel

green



**Marge
Simpson**

green



Forrest Gump

green



**Hermione
Granger**

blue



**Sheldon
Cooper**

blue



Lisa Simpson

blue



**Sherlock
Holmes**

blue



**Albert
Einstein**

blue



Bill Gates

blue





MODULE 2

COMMUNICATION

(LEVEL 1)



Module 2: Communication

Activity	Mi n.	Description	Materials
Story + goal of the day	5	<p><i>"We are beginning our preparation for possible participation in a South American research expedition. There, communication will play a vital role, both effective communication between you as a team and communication with the local people. That is why we will focus on this topic today."</i></p> <p>Objective of the day: to know the principles of verbal and non-verbal communication : have a basic CV</p>	Print: <ul style="list-style-type: none"> Training plan - 1x A3
IceBreak: Silent Mail	10	<p><i>"During your expedition, you will not always be able to communicate in your native language, or in a language you know, but you will be referred to gestures, symbols and other ways of communicating. At the same time, it is important to communicate as precisely as possible, otherwise the meaning of your message may be lost. To prepare for this, we will play a short game."</i></p> <p>The group sits in a circle. The facilitator starts. He/she comes up with a symbol/picture to draw on paper and then puts his/her finger on the back of the person on his/her right. The symbol should relate to the expedition or the theme of the story. The next person repeats it with a finger on the back of the person on their right. The last person draws the symbol on the paper and compares it to the original. We'll play two rounds.</p>	Paper Pencil
Principles of Verbal Communication	10	<p>Theory Link to the video Principles of verbal communication</p>	VIDEO: Communication I.I
Game Activities - Verbal Communication	40	<p>We will use a game to practice the principles of verbal communication.</p> <p>Form teams of 2-3 people. In the game, you have cards with challenges, a card with a red x to discard cards that</p>	Mobile phone to measure time Print:



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		<p>will not score you any points, and a card with a green ✓ to discard cards that will score you victory points. Each team places these 2 special cards on the table in front of them. Place the other cards face down and prepare a timer.</p> <p>Beginning of the round: one member of the starting team draws a card with 1 word or phrase written on it. His/her task is to describe the word as best as possible without using the base word within the time limit (30 seconds). The others in his team try to guess the word. If the team can't guess within the time limit, the other teams have a chance to guess. For verbal communication, only speech is allowed, no gestures or pointing to objects. No other tools are allowed in the game.</p> <p>If the team guesses the word, they get the number of points that are on the card. If the team fails to guess the word within the time limit or uses a guess base word, the team receives no points. The next team then plays. The team with the most points wins.</p>	<ul style="list-style-type: none"> • Game Cards Verbal – for the <i>whole group</i>
Reflection	5	<p>After the activity, lead the group in a look back and reflection on how they did and what they learned in the process.</p> <p>Draft questions for reflection:</p> <p><i>How do you think the game went?</i></p> <p><i>What have you found to be most difficult when communicating with your partner?</i></p> <p><i>When have you communicated effectively?</i></p> <p><i>How do you know that others understand (and comprehend) what you are trying to tell them?</i></p> <p><i>What does the clarity of communication depend on?</i></p> <p><i>Has anyone tried to communicate with others and not been understood?</i></p> <p><i>What do you need to communicate more effectively?</i></p>	Prepared questions for reflection
Beads	1	<p><i>Great, you're getting your first bead, on your way to fulfilling a requirement for the expedition team.</i></p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3



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		We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.	A bead for each participant
Break	5		
Principles of non-verbal communication	15	Theory + exercises Link to video Principles of non-verbal communication	VIDEO: Communication I.II
Game Activities - Nonverbal Communication	30	<p>We will use a game to practice the principles of non-verbal communication.</p> <p>Form teams of 2-3 people. In the game, you have task cards, a card with a red x to discard cards that will not score you any points, and a card with a green ✓ to discard cards that will score you victory points. Each team places these 2 special cards on the table in front of them. Place the other cards face down and prepare a timer.</p> <p>Beginning of the round: one member of the starting team draws a card with 1 word or phrase written on it. His/her task is to demonstrate the word as best as possible within the time limit (30 seconds) without using words, sounds or pointing to objects. The others in his team try to guess the word. No other tools are allowed in the game.</p> <p>If the team guesses the word, they get the number of points that are on the card. If the team fails to guess the word within the time limit or uses an illegal guessing method, the team receives no points. The next team then plays. The team with the most points wins.</p>	Mobile phone to measure time Print: <ul style="list-style-type: none"> Game Cards Nonverbal – for the <i>whole group</i>
Reflection	5	<p>After the activity, lead the group in a look back and reflection on how they did and what they learned in the process.</p> <p>Draft questions for reflection:</p> <p><i>What information is conveyed by this form of communication.</i></p> <p><i>How did you establish/maintain contact with each</i></p>	Prepared questions for reflection



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		<p><i>other?</i></p> <p><i>How did you use the space around you?</i></p> <p><i>What helped the concentration?</i></p> <p><i>What helped you to uncover the message?</i></p> <p><i>Which messages were more telling and for what reason?</i></p> <p><i>What will be good to avoid when presenting?</i></p>	
Beads 	1	<p><i>Great, you've successfully completed another challenge in the communication module and you get your second bead!</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>
Break	5		
Written communication - CV writing	17	<p><i>Story: "To apply for an expedition, you have to be able to write your CV well, and that's what we're going to try in this section."</i></p> <p><i>What do you know about writing CVs?</i></p> <p><i>Where do you need a CV?</i></p> <p><i>Has anyone ever written a resume? (If so, on what occasion?)</i></p> <p>Everyone look at the worksheet, read the principles of how to write a proper CV.</p> <p><i>Did you understand everything?</i></p> <p><i>Is there anything you need to explain?</i></p>	<p>Print:</p> <ul style="list-style-type: none"> • Worksheet - for each participant and facilitator
Game Activities - Written communication	25	<p>We will use a game to practice the principles that will help us in creating a CV and applying for a job.</p> <p>Form teams of 2-3 people. In the game, you have task cards, a card with a red x to discard cards that will not score you any points, and a card with a green ✓ to discard cards that will score you victory points. Each team places these 2 special cards on the table in front of them. Place the other cards face down and prepare a timer. You will also need a pencil and several pieces of paper for each team to complete the challenges.</p>	<p>Mobile phone to measure time</p> <p>Pencil</p> <p>Papers</p> <p>Print:</p> <ul style="list-style-type: none"> • Game Cards Written – for the <i>whole group</i>



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		<p>Start of the round: one member of the starting team draws a card with a task written on it. Within the time limit (60 seconds), try to complete the task together as best as possible. The other teams evaluate how you managed to complete the task. They rate your performance by giving you a score of 1-5. For the game you are allowed to work with worksheets on the topic of written communication. Then the next team plays. The team with the most points wins.</p>	
Reflection	5	<p>After the activity, lead the group in a look back and reflection on how they did and what they learned in the process.</p> <p>Draft questions for reflection:</p> <p><i>What helped you to complete your tasks?</i></p> <p><i>What was difficult?</i></p> <p><i>When do you think written communication is the best choice? In which situations do you usually use written communication? What should you look out for when writing a CV?</i></p>	Prepared questions for reflection
Beads	1	<p><i>Your first Communication module is over. You did very well, so you get the third bead and thus you have successfully obtained one of the 4 competences you need for the expedition to the forest. Yay!</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>
Summary and reflection	5	<p>We sit the participants in a circle and ask them questions for final reflection.</p> <p>Draft questions:</p> <p><i>How did you like today's programme?</i></p> <p><i>What was useful for you today?</i></p> <p><i>What are you taking away?</i></p> <p><i>What will you use practically?</i></p> <p><i>...everyone say at least 1 thing</i></p>	Prepared questions for reflection



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1

SOUTH AMERICA

ON MY FEET



1

BINOCULARS

ON MY FEET



1

CAMERA

ON MY FEET



1

BACKPACK

ON MY FEET



1

BEACH

ON MY FEET



1

PORT

ON MY FEET



1

AIRPORT

ON MY FEET



1

JOURNEY

ON MY FEET



1

WEATHER

ON MY FEET



1

VOLCANO

ON MY FEET



2

RAINFOREST

ON MY FEET



2

JUNGLE

ON MY FEET



2

THERMOS

ON MY FEET



2

TREASURE

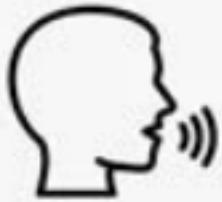
ON MY FEET



2

VILLAGE

ON MY FEET



CITY

ON MY FEET



2

CAVE

ON MY FEET



2

MOUNTAINS

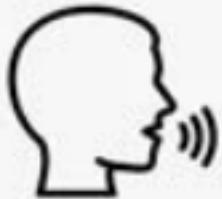
ON MY FEET



2

CAMP SITE

ON MY FEET



3

CONTINENT

ON MY FEET



3

NATIONAL PARK

ON MY FEET



3

WATERFALL

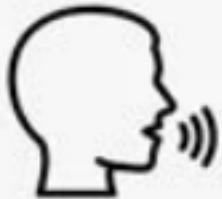
ON MY FEET



3

SPANISH

ON MY FEET



3

PORTUGUESE

ON MY FEET



3

CULTURE

ON MY FEET



3

EXPEDITION

ON MY FEET



3

AGRICULTURE

ON MY FEET



3

INDIANS

ON MY FEET



3

NATIVE PERSON

ON MY FEET



3

NAVIGATION

ON MY FEET







1

MAP

ON MY FEET



1

PLANE

ON MY FEET



1

FLASHLIGHT

ON MY FEET



1

INSECT REPELLENT

ON MY FEET



1

SUNGLASSES

ON MY FEET



1

CROCODILE

ON MY FEET



1

MONKEY

ON MY FEET



1

SNACK

ON MY FEET



1

TENT

ON MY FEET



1

DIVER

ON MY FEET



2

COMPASS

ON MY FEET



2

PARROT

ON MY FEET



2

CACTUS

ON MY FEET



2

COFFEE

ON MY FEET



2

CHOCOLATE

ON MY FEET



2

SLEEPING BAG

ON MY FEET



2

MOSQUITO

ON MY FEET



2

SUNSCREEN

ON MY FEET



2

SPIDER

ON MY FEET



2

FIRE

ON MY FEET



3

SHIP

ON MY FEET



3

ANACONDA

ON MY FEET



3

PALM TREE

ON MY FEET



3

TURIST

ON MY FEET



3

COCONUT

ON MY FEET



3

RIVER

ON MY FEET



3

THUNDERSTORM

ON MY FEET



3

HELICOPTER

ON MY FEET



3

POCKET KNIFE

ON MY FEET



3

SLOTH

ON MY FEET



HOW TO WRITE A GOOD CV?

BASIC TIPS AND RULES



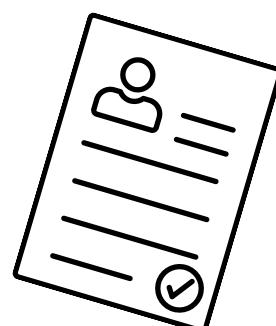
- Provide only **true information**
- Be **brief** and straight to the point, the ideal resume length is **1 to 2 pages**
- The data is always presented **from the newest to the oldest**
- Always list the experiences that will help you get the job you want
- You can use **online templates** on the internet to create your CV
- **Beware of spelling mistakes!**

WHAT BELONGS IN A CV?

- **Personal and contact information:**
 - title, name, surname, date of birth, place of residence
 - phone number and email
- **Photo:**
 - it should be representative
 - if you don't have a professional photo, it's better to leave it out
- **Work experience:**
 - previous work experience and temporary jobs
 - list experience ideally within the last 5-10 years, older experience is not required unless relevant to the job requested
 - always write the month and year of the start and end of the employment relationship
 - write the name of the employer, the title of the job position, and its brief description
- **Education:**
 - kindergarten does not need to be listed
 - elementary school also does not need to be listed unless it is the last education attained
 - it is important to mention the name of the school, the field of study, the degree obtained, and the year of graduation
- **Knowledge and special skills:**
 - level of language skills, completed courses, driver's license, computer skills, professional certificates...
- **Interests and hobbies:**
 - only briefly and succinctly

WHAT DOES NOT BELONG IN A CV?

- **Health information** unless required by employer or job position
- **Marital status** (married, single, number of children...)
- **Long sentences and clauses**
- **Grammar mistakes**
- **False data**
- **Inappropriate photo**





SUPPORTING DISADVANTAGED CHILDREN TO
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YOUR CV - TRY TO FILL IT OUT! :)

PERSONAL AND CONTACT INFORMATION

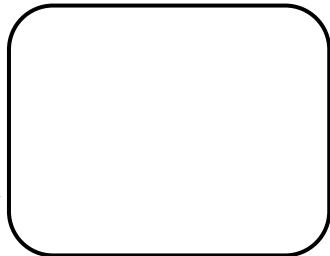


Photo - try to draw yourself! :)

Full name:

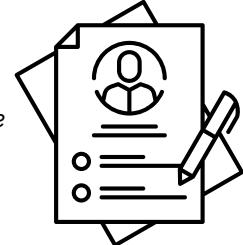
Birthday:

Address:

Phone number:

E-mail:

Fill out your info here



WORK EXPERIENCES

Do you have any work experience? For example, have you ever had a part-time job? If so, write it here.

Job position: _____

Name of the company/organisation: _____

Brief description: _____

From when to when: _____

EDUCATION:

Write your completed education here. You can also write the school you are currently attending.

Name of the school: _____

Field: _____

From when to when: _____

Name of the school: _____

Field: _____

From when to when: _____

Do you have any interesting skills/knowledge? For example, can you speak a language, work with a program or have you completed a course? Write it here.

KNOWLEDGE AND SKILLS:

INTERESTS AND HOBBIES:

Briefly write your interests and hobbies here.



EDUCATION

WRITE DOWN AN OVERVIEW OF YOUR
EDUCATION SO FAR



HOBBIES

WRITE DOWN YOUR HOBBIES THAT WILL HELP
YOU IN YOUR JOB SEARCH



SKILLS

WRITE DOWN YOUR SKILLS THAT ARE RELEVANT
FOR YOUR RESUME



PERSONAL INFORMATION

WRITE DOWN PERSONAL INFORMATION THAT IS RELEVANT FOR THE RESUME



EXPERIENCES

WRITE DOWN YOUR PREVIOUS EXPERIENCES
THAT IS RELEVANT FOR YOUR RESUME



HOBBIES

DRAW YOUR HOBBIES THAT WILL HELP YOU IN
YOUR JOB SEARCH



SKILLS

DRAW YOUR SKILLS THAT WILL HELP YOU IN
YOUR JOB SEARCH



EXPERIENCES

DRAW YOUR PREVIOUS EXPERIENCES THAT ARE
RELEVANT FOR YOUR RESUME



RESUME

DRAW A RESUME TEMPLATE AND NAME THE INDIVIDUAL PARTS



RESUME

**WRITE DOWN THE TOPICS THAT BELONG IN THE
RESUME**



FUTURE

DRAW WHAT YOUR LIFE WILL IDEALLY LOOK
LIKE IN FIVE YEARS



BAD RESUME

WRITE DOWN WHAT DOESN'T BELONG IN THE
RESUME



SELF PORTRAIT

DRAW A PICTURE OF WHAT YOU WILL LOOK
LIKE WHEN YOU GET YOUR DREAM JOB



DREAM JOB

WRITE DOWN WHAT YOUR DREAM JOB LOOKS
LIKE



UNWANTED JOB

WRITE DOWN WHAT JOB YOU WOULD NEVER
WANT TO DO



UNWANTED JOB

**DRAW WHAT JOB YOU WOULD NEVER WANT TO
DO**



DREAM JOB

DRAW WHAT YOUR DREAM JOB LOOKS LIKE



E-MAIL

WRITE THE TEXT FOR THE E-MAIL IN WHICH
YOU WILL SEND YOUR RESUME



INTERVIEW

DRAW HOW YOU WOULD DRESS FOR A JOB
INTERVIEW



RECOMMENDATION

WRITE DOWN WHO YOU COULD ASK
FOR A RECOMMENDATION FOR YOUR WORK
AND SKILLS



POEM

WRITE YOUR RESUME AS A POEM



SONG

WRITE YOUR RESUME LIKE THE LYRICS TO A
WELL-KNOWN SONG MELODY
(IF YOU SING IT, +5 POINTS)



JOB SEARCH

WRITE DOWN IN BULLET POINTS HOW WOULD
YOU LOOK FOR A JOB
(WHERE, WHO TO ASK, WHERE TO GO...)



SPORTS CLUB

IMAGINE THAT YOU WANT TO GET A JOB IN A SPORTS CLUB AND YOU ARE WRITING A COVER LETTER. **WRITE DOWN** THE REASON WHY YOU WANT TO WORK THERE.



CRUISE SHIP

IMAGINE THAT YOU WANT TO GET A JOB ON A CRUISE SHIP AND YOU ARE WRITING A COVER LETTER. **WRITE DOWN** THE REASON WHY YOU WANT TO WORK THERE.



SHOPPING CENTER

IMAGINE THAT YOU WANT TO GET A JOB IN A SHOPPING CENTER AND YOU ARE WRITING A COVER LETTER. **WRITE DOWN** THE REASON WHY YOU WANT TO WORK THERE.



OFFICE

IMAGINE THAT YOU WANT TO GET A JOB AT THE OFFICE IN YOUR MUNICIPALITY AND YOU ARE WRITING A COVER LETTER. **WRITE DOWN** THE REASON WHY YOU WANT TO WORK THERE.



GARDEN CENTER

IMAGINE THAT YOU WANT TO GET A JOB IN A GARDEN CENTER AND YOU ARE WRITING A COVER LETTER. **WRITE DOWN** THE REASON WHY YOU WANT TO WORK THERE.



FORESTS CZ

IMAGINE THAT YOU WANT TO GET A JOB IN A FORESTS CZ AND YOU ARE WRITING A COVER LETTER. **WRITE DOWN** THE REASON WHY YOU WANT TO WORK THERE.



MUSIC FESTIVAL

IMAGINE THAT YOU WANT TO GET A JOB AT A MUSIC FESTIVAL AND YOU ARE WRITING A COVER LETTER. **WRITE DOWN** THE REASON WHY YOU WANT TO WORK THERE.



MODULE 3

COOPERATION

(LEVEL 1)



Module 3: Cooperation

Activity	Min.	Description	Materials
Introduction	5	<p>Welcome the participants and introduce them the Training Plan, where we are, what we have been through and what is still to come.</p> <p><i>"We continue to prepare for our expedition to the South American jungle. So far we have mastered communication and today/now we will learn how to work together.</i></p> <p>Module Objective: Understand collaboration as an important part of how people work together. Basic attributes of cooperation</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3
Icebreak	10	<p>Apple, orange, banana!</p> <p>Goal: The group must move in sync to keep the circle together.</p> <p>1) Form a circle with the people in the group, with each member placing their hands on the shoulders of the person in front of them;</p> <p>2) The facilitator writes the following commands:</p> <ul style="list-style-type: none"> • An apple means that everyone jumps forward at the same time ("don't break the circle"); • an orange means everyone's jumping backwards; • Banana means that everyone jumps backwards and turns 180 degrees so that they put their hands on the shoulders of the person behind. The facilitator tells them to turn to the left or right, just so the players don't get confused while performing the movement. <p>Different levels of difficulty:</p> <ul style="list-style-type: none"> • Easy mode: the facilitator will give commands at a slow pace. e.g. apple!... banana!.... apple!.... orange! with a few seconds breaks between commands; 	



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		<ul style="list-style-type: none"> • Medium mode: the facilitator will combine 2 commands. e.g. banana-apple!... orange-apple! • Crazy mode: the facilitator combines three or more commands. 	
Magic Maze – Introduction	15	<p><i>Collaboration is an important part of the expedition team, and the group cannot do without it. We cannot survive alone in difficult conditions. It's not about having single successful expeditioners. We need a team. A team that can rely on each other.</i></p> <p><i>But cooperation is not easy, people have to get to know each other, understand each other, work on each other and at the same time try to make it good for everyone, not just for one.</i></p> <p><i>And it is this cooperation that we will now practice, in a game called Magic Maze. Your task ... (rules of the game).</i>"</p> <p>We will explain the rules of the game to the players. Magic Maze is for a maximum of 8 players.</p>	Magic Maze - 1 game for max 8 people
Heroes Without Guarantee - the game	60	<p>We'll let the players play the first "test" round. At the same time, we'll review the rules so they can relate them to the actual experience of the first round.</p> <p>When we think the players are ready to play, we will start the first round. In this way, we play as many rounds as necessary.</p> <p>Each round is followed by a short facilitation - assessing how we played, what needs to be done differently and setting a strategy for the next round.</p>	Magic Maze
Reflection	10	<p>We ask participants questions to give them an opportunity to process their experiences with this activity.</p> <p>Examples of questions we can ask:</p> <p><i>How was it for you?</i> <i>Why didn't you understand each other?</i> <i>What do you think the problem was?</i> <i>Where did it tie up?</i> <i>What has worked for you?</i> <i>What was your communication like?</i></p>	



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		<p><i>What was your strategy?</i> <i>What happened when you understood how to communicate?</i> <i>What can I take away from this to work with my classmates/friends?</i></p>	
Beads 	1	<p><i>Your first assignment in this module - the collaboration module - is complete. You're getting a bead for your expedition bracelet.</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>
The Ten Commandments of Good Cooperation	10	<p>Divide the participants into two groups (about 5 people each). Each group will make a list of "principles" on flipchart paper on which they think group cooperation should be based.</p> <p><i>"You can take this Ten Commandments with you on your trip to the jungle and remind yourself of it in challenging or important situations. While cooperation is something that can be learned, it requires constant care. Take this Ten Commandments with you as a guide for how to nurture collaboration."</i></p>	<p>Flipchart paper Flipchart markers</p> <p>Print:</p> <ul style="list-style-type: none"> • Ten Commandments of Cooperation – 1x for the facilitator
Beads 	1	<p><i>Your second assignment in this module, the collaboration module, is complete. You have brilliantly written Ten Commandments of a good collaboration and we can take to Amazonia as a reminder of what we have learned. You're getting a bead, for your expedition bracelet.</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>
Tropical storm	40	<p>We will divide the participants into two groups. In each group, they will choose one volunteer from among themselves.</p> <p><i>"Bára just called to say that she and the research team were very lucky yesterday because a strong tropical storm</i></p>	<p>Skewers Tape Paper Hairdryer Blindfolds</p>



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		<p><i>blew through their camp. They were lucky to have survived because tropical storms are often very destructive and at the same time of year as your expedition, tropical storms are the order of the day.</i></p> <p><i>Therefore, it is now very important that you learn how to protect yourself from such storms.</i></p> <p><i>And while we know some of the conditions in the rainforests of South America, much remains unexplored. Last year, for example, another expedition team ate a poisonous mushroom that left them blind. They were terribly frightened and terrified about what had happened to them, but fortunately a local shaman assured them that such blindness was only temporary and would pass after a few hours. One of them, who was not at the lunch where they ate the poisonous mushroom, was exploring the area. He climbed a tree to get a better view. While he was up there, his foot slipped and he fell to the ground. He was unlucky enough to break both his arms... He made it back to camp, where he found that none of his team could see. But what didn't happen... a big tropical storm was approaching, and of course they had to start building a shelter to hide themselves. They couldn't wait a few hours to see... So they started building.</i></p> <p><i>We will now replicate these conditions so that we can be prepared for a variety of situations, because it is not uncommon to eat poisonous plants.</i></p> <p><i>Your task is to build a shelter from skewers, paper and tape in 20 minutes that will protect you from a tropical storm and can fit at least 4 cups. However, let's experience the harsh conditions that another expedition team has experienced before you, and the volunteer you originally selected will not be able to use his/her hands and the rest of the group will be blindfolded.</i></p> <p><i>At the same time, let me give you a little advice: Don't forget your great Ten Commandments that you just created. It will help you in building your shelter!"</i></p> <p>The team's task now is to build a shelter out of skewers,</p>	
--	--	--	--



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		<p>paper and tape. All but one volunteer is blindfolded, but he can't work with his hands. He can only verbally instruct the others what to do.</p> <p>After the time has elapsed, which you can adjust according to your needs and especially your team's progress, all players take off their blindfolds and see what they have managed to build. The test to see if the shelter can withstand a tropical storm will be a hair dryer (but do not tell the participants to expect this).</p>	
Reflection	15	<p>Ask participants questions to give them a chance to process their experiences with this activity.</p> <p>At the same time, our aim is to ask participants how they have managed to apply the Ten Principles of Good Cooperation.</p> <p>Examples of questions we can ask:</p> <p><i>How did you build the shelter?</i> <i>What was different now compared to Magic Maze?</i> <i>How was your cooperation better/worse now?</i> <i>What collaboration/role sharing strategy has worked well for you?</i> <i>How have you been able to apply the Ten Commandments?</i> <i>Which points were successful and which were not?</i> <i>Was the Ten Commandments helpful to you?</i> <i>After this experience, what would you change in the Ten Commandments now?</i> <i>What will you remember from this for your life?</i> <i>What did you like about this activity?</i></p> <p>If participants decide they want to change something, have them change the Ten Commandments.</p>	
Beads	1	<p><i>Your last assignment in this module, the collaboration module, is complete. In the jungle you will survive tropical storms and unpredictable conditions. You're getting a bead for your expedition bracelet.</i></p> <p>We will give each participant one bead to put on their</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>



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		bracelet and at the same time mark the pre-drawn bead in the Training Plan.	
Conclusion	10	<p>In the <u>training plan</u> we mark what we have accomplished today (clap your hands! :)) and tell ourselves what to expect next.</p> <p>Each of the participants will express in one word what it was like for them today.</p>	Training plan



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SUPPORTING DISADVANTAGED CHILDREN TO
DISCOVER THEIR STRENGTHS AND THRIVE IN LIFE



The Ten Commandments of Good Cooperation

1. Clear and safe communication (active listening)
2. Trust (safe environment)
3. Autonomy and independence
4. Empathy
5. Responsibility
6. Creativity
7. Positivity
8. Clear goals and tasks
9. Sharing knowledge
10. Support



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MODULE 4

CREATIVITY

(LEVEL 1)



Module 4: Creativity

Activity	Min.	Description	Materials
Introduction	30	<p>Welcome and introduction on the training plan, where we are and what awaits us today.</p> <p><i>"I think our chances of going on the Amazonia expedition are quite promising and we need to start preparing mentally and physically to go there. Let's start today by creating:</i></p> <ol style="list-style-type: none"> <i>1. Name of our team</i> <i>2. Group shout</i> <i>3. Battalion of the expedition</i> <i>4. A song against drudgery (we don't know what awaits us there)</i> <i>5. Group manifesto - who we are, what are our intentions, what we need etc. (we will have it translated into known local languages)</i> <i>6. Think about what equipment we will need to take with us.</i> <i>7. Think about what donations we're going to take so we can get the locals on our side and at the same time not be too heavy in the backpack."</i> <p>Write the tasks on the board / flipchart The group decides whether or not to work together or how to divide the tasks.</p> <p>At the end, they present what they have as a group - they perform a shout, sing a song against drudgery, etc.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>Paper Stationery Colours (markers, crayons...)</p> <p>Whiteboard/flipchart + markers</p>
Activity to evoke the theme of assertiveness	15	<p>Mark a line on the ground (string, rope, marking out the space from chair to chair, etc.). Place a paper with "passive" on one end and a paper with "aggressive" on the other end. Explain that the line represents the range of how people can react to certain situations - from absolutely passive to completely aggressive. You will present them with different situations in turn and their</p>	<p>Twine / rope / other</p> <p>Paper saying "passive"</p> <p>Paper saying "aggressive"</p>



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		<p>task will be to stand on the scale according to how they would react in that situation.</p> <p>Introduce the following situations to them one by one (or make up your own situations). When they have deployed you can invite a few participants to share what their reaction would be and why.</p> <ol style="list-style-type: none"> 1. You are working in a group to build a new fishing raft, but one member is not helping, which slows down the construction. 2. You feel that the village elder unfairly criticized your handmade basket because he didn't understand the functionality of the unique design you used. 3. During a tribal meeting, someone keeps interrupting you when you're trying to share your ideas for improving your hunting techniques. 4. You find out a group of your friends went hunting without you. 5. You hear that there are false rumors in the tribe about your behavior at the recent harvest festival. 6. Your younger sibling keeps borrowing your hunting tools without permission and not returning them. 7. Someone in the tribe creates an image of you that you don't like and refuses to remove it from the community chat 8. Your neighbor is drumming and singing late at night and you can't sleep as you try to rest up for the morning hunt. 	
Beads 	1	<p><i>Great, you're getting your first bead, in this module! Your team is empowered and so is your creativity.</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>



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		in the Training Plan.	
Video: Assertiveness	10	To learn more about today's topic, let's watch the Assertiveness video.	Video: Assertiveness
Assertiveness - own examples	20	<p>Divide the group into threes or fours. Each of them has to come up with at least 2 examples of when they treated or they have been treated</p> <ol style="list-style-type: none"> 1. Passively 2. Assertively 3. Aggressively <p>Each group in turn shares their examples. If participants do not know, you can help them by giving your own examples or from the document Examples of Behaviour Types.</p>	<p>Papers Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Examples of behaviour types - 1x <i>for the facilitator</i> <ul style="list-style-type: none"> ○ (or available for consultation in electronic form)
Beads 	1	<p><i>Great, you're getting your second bead, in this module! Your assertiveness is now taking shape.</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>
Break	15	Break	
Assertiveness - role plays	30	<p>We'll divide the participants into triads. Each of the trios is given one model situation. Their task will be to think of what a passive, assertive and aggressive response to the situation would look like.</p> <p>The groups then present their situation to the others and demonstrate all three reactions. Each reaction should take about 1 minute.</p> <p>After each group, have participants identify which response was passive/assertive/aggressive. Next, discuss which style would be most or least effective in the situation, what would be the likely outcome of the situation following that response, etc.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Assertiveness_model situations – 1x <i>to the group and cut</i>
Assertiveness - "I statements"	25	We'll divide the participants into pairs . Each of the pairs is given 2 sentences from the document Assertiveness - I statements and has to reformulate them into "I	<p>Print:</p> <ul style="list-style-type: none"> • Assertiveness – I_statements – 1x <i>for</i>



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		<p>statements".</p> <p>The pairs share one by one.</p> <p>In the document <u>Assertiveness - I-statements reseni</u>, you will find examples of possible corresponding I-statements.</p>	<p><i>group and cut</i></p> <ul style="list-style-type: none"> • Assertiveness – I statements solution – 1x for the facilitator <ul style="list-style-type: none"> ○ (or available for consultation in electronic form)
Reflection	15	<p>We ask the group questions to help them anchor new realizations and put them into practice.</p> <p>Examples of questions we can ask:</p> <p><i>What new things did you learn today about passive/aggressive/assertive behaviour?</i></p> <p><i>What have you realized about your own communication/behavior style?</i></p> <p><i>What impact can the way you communicate have on the other person's reaction?</i></p> <p><i>How can you apply the new awareness in your everyday life?</i></p> <p><i>How can you be more assertive in your life?</i></p> <p><i>In what specific situations would it be good to be more assertive (i.e. less passive or less aggressive)?</i></p> <p><i>What else do you take away from today?</i></p>	
Beads	1	<p><i>You have successfully completed this module! You get your last bead and you can move on to the last module.</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>
Conclusion	10	<p>In the <u>training map</u> we mark what we have accomplished today (clap your hands! :)) and tell ourselves what to expect next.</p> <p>Each of the participants will express in one word what it was like for them today / how they feel at this moment / ..."</p>	Training plan



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Behaviour types

Examples of passive behaviour

When someone in a group project proposes an idea that you don't think will work, you keep quiet because you don't want anyone to get mad.

Friends decide to go to a movie you don't like, but you go without expressing your preference.

You know the answer to a question the teacher asks you in class, but you don't raise your hand because you're afraid you'll get it wrong.

A friend often makes jokes at your expense, and you laugh even though it hurts your feelings.

Examples of assertive behaviour

In case of disagreement in a group project, you propose a compromise, clearly explain your reasons, and listen to the ideas of others.

When a friend borrows your stuff without asking, you tell him you're happy to share, but that you'd like it better if he asked you first.

You tell your friend directly and respectfully that you feel hurt when he cancelled his plans at the last minute for no good reason.

When you don't understand a concept in class, you ask the teacher for an explanation instead of pretending to understand it.

Examples of aggressive behaviour

During a group outing, you insist on choosing a restaurant without taking into account the preferences of others, and you take no objection.

You react defensively to criticism in group evaluations and blame others for the project's shortcomings.

When a friend disagrees with you on a sensitive topic, you raise your voice and use harsh words.

When your parents are not home, you demand that your younger siblings follow all your instructions, and you use your age to do so.



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Assertiveness – model situations

1. You're working with a group to build a new fishing raft, but one member is not contributing to the effort, slowing down the progress.
2. You feel the village elder unfairly criticized your handcrafted basket because they didn't understand the unique design you used.
3. During a village meeting, someone keeps interrupting you when you try to share your ideas for improving the hunting grounds.
4. You discover that a group of your friends went on a hunting trip without inviting you.
5. You hear rumors circulating in the tribe about your role in the recent harvest festival.
6. Your younger sibling keeps borrowing your hunting tools without asking and doesn't return them.
7. Someone in the tribe makes a painting of you that you don't like and refuses to erase it from the communal meeting hut.
8. Your neighbour's late-night drumming and singing keeps you awake when you're trying to rest for an early morning hunt.



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"I" statements

"You never listen to me when I talk to you."

"You keep leaving your stuff scattered all over the place."

"You didn't even bother to call me back."

"You're always on the phone when we talk."

"You never help me with group projects."

"You're always late for our meetings."

"You spend too much time playing video games."

"You don't care about anyone's feelings but your own."

"You always ignore me when your other friends are around."

"You never do your share of housework."

"You're always cutting me off."

"You don't respect my privacy."

"You only think of yourself when you plan."

"Anything you try to organize, you mess up."

"You didn't study at all, and now you're failing."

"You eat all the snacks and leave nothing for the others."

"You're just lazy and you never do your part."

"You always take the lead and never let anyone else have an opinion."

"When we're together, you're always checking your phone."

"You ruined everyone's night by being late."



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"I" statements – solutions

"You never listen to me when I talk to you."

"I feel overlooked when I feel like you don't listen to me during our conversations."

"You keep leaving your stuff scattered all over the place."

"I wish you would clean up your stuff because it distracts me."

"You didn't even bother to call me back."

"I'd feel better if you'd call me back so we can finish our discussion."

"You're always on the phone when we talk."

"I feel like I'm not important to you when you use your phone during our conversations."

"You never help me with group projects."

"I would like you to get more involved in our group project, I need your help."

"You're always late for our meetings."

"When you're repeatedly late, I get the feeling you don't value my time."

"You spend too much time playing video games."

"I would love it if you spent more time with me instead of playing video games."

"You don't care about anyone's feelings but your own."

"I feel that my feelings are not being taken into account and I would like to talk about it."

"You always ignore me when your other friends are around."

"I feel left out when you stop noticing me once other friends are around."

"You never do your share of housework."

"I would feel better if we shared the housework equally."

"You're always cutting me off."

"I'd like it if you'd let me finish."

"You don't respect my privacy."

"It is important to me that my privacy is respected, and I would appreciate it if you would take that into consideration."

"You only think of yourself when you plan."

"I would like our joint plans to be made to suit both of us."



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"Anything you try to organize, you'll mess up."

"I'm concerned about how you organize events, and I'd like to help with the planning to make sure everything goes smoothly."

"You didn't study at all, and now you're failing."

"I'm concerned about your school performance and would be happy to help you if you need it."

"You eat all the snacks and leave nothing for the others."

"I would like us to share the snacks fairly so there is enough for everyone."

"You're just lazy and you'll never do your part."

"It's important to me that everyone contributes to the homework, and I'd like to see more of your initiative."

"You always take the lead and never let anyone else have an opinion."

"I would like our discussions to be more open and for everyone to have a chance to express their opinion."

"When we're together, you're always checking your phone."

"I feel like I'm not important to you if you keep checking your phone during our meetings."

"You ruined everyone's night by being late."

"I'm sorry you were late, I felt disappointed and I would like us to start on time next time."



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MODULE 5

CRITICAL THINKING

(LEVEL 1)



Module 5: Critical thinking

Activity	Min.	Description	Materials
Story + goal of the day	5	<p><i>"Today is the last day of preparations for the South American expedition. All indications are that our team will be selected. Good explorers keep their eyes and minds open, use common sense, ask questions, research and don't let any nonsense get on their noses. And that's why today we're going to focus on another crucial topic, critical thinking."</i></p> <p>Goal of the day: understand the concept of critical thinking and know basic principles : implementing group argumentation</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3
Icebreak: Lies or Truth	15	<p><i>We'll start with a simple activity to tune into the theme and get our brains engaged. The activity is called "Lies or Truth".</i></p> <p>Goal of the game: Develop the ability to recognize true and false information and promote teamwork and communication.</p> <p>Preparation: participants line up in a circle or sit around a table so they can easily see and hear each other.</p> <p>Rules of the game: each participant will come up with three statements about themselves - two true and one false. These statements should be interesting or unusual enough that it is not easy to tell which one is false.</p> <p>Presentation of claims: one by one, each participant will present his/her three claims without revealing which one is a lie.</p> <p>Guessing: after the statements have been made, the other participants vote or discuss which of the statements they consider to be false. The goal is to use critical thinking and intuition to detect the falsehood.</p>	



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		<p>Revealing and scoring: after the vote, the participant reveals which statement was false. You can keep a score where everyone who correctly guesses the false statement gets a point.</p> <p>Reflection: After the game, you can lead a short discussion about what strategies the participants used to detect the lie and what made them think a certain statement was false.</p> <p>The game stimulates participants to listen and observe carefully, which are key skills for critical thinking."</p>	
Video: Critical Thinking I.I	5	Introduction and explanation of the concept of critical thinking	VIDEO: Critical Thinking I.I
Discussion	5	We will spend some time discussing with participants why critical thinking is useful, where and how it can be used, and whether they have heard of it.	
Video: Critical Thinking I.II	15	Principles of what helps me not to fall for it - how to identify the dangers of misinformation	VIDEO: Critical Thinking I.II
Critical thinking - worksheet	15	<p>Refer back to the key points from the video in the worksheet and answer the questions.</p> <p>Afterwards, do a short reflection with the participants and go through the answers together.</p>	<p>Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Worksheet Critical Thinking 5 – for each participant and for the facilitator
Beads	1	<p><i>Great, you're getting your first bead, in this last module. Keep it up!</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>
Break	5		
Black stories	35	<i>"Your guide, who is organizing the expedition, experienced strange things with the villagers in the</i>	<p>Print:</p> <ul style="list-style-type: none"> • Black stories



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	<p><i>rainforest a month ago. They say that evil spirits are rampaging there and harming people, otherwise so many disasters could not happen at once. The villagers are considering human sacrifice to appease the evil spirits. The villagers are superstitious and have a different culture and customs, but you can't always fall for it - use critical thinking. You don't believe it one bit and you want to get to the bottom of it. You'll need to ask for information and an open mind to do that. Will you be able to untangle the suspicious stories and save the one who is about to be sacrificed?"</i></p> <p>Form 2 teams. Each team gets 3 Black Stories to solve within the time limit. One of your team (the Clue) takes the assignment and reads it to the others. He/she does not read the case decipherment out loud, he/she just reads it to himself/herself to respond to the team's questions. The others can ask questions, to which the Clue answers YES/NO, trying to arrive at the most accurate wording of how the whole situation played out. The Clue only answers YES/NO, if the group gets a solution, it reveals the exact wording of the story.</p> <ol style="list-style-type: none"> 1. Mass Murder with Obstacles - The woman knew smoking kills, but so fast? 2. Mindless Conversation - A little chat during the working hours cost a young woman's life. 3. The proverbial self-deprecation - He was a real man. It was only logical that he didn't go to the doctor with such a minor issue. 4. Orientation problem - A man got lost on a two-metre trail and died. 5. Catastrophic proof by circle - If the two men had seen more grotesques, perhaps they would have spotted the deadly misconception soon enough. 6. An unexpected end to the holiday - The man put time and effort into his well-deserved relaxation. He ended up underground. 	<p>game assignment - for each group about 3</p> <ul style="list-style-type: none"> • Black stories answers - for each group
Reflection	5	After the activity, we ask what the participants did well, what they learned and how they benefited from the



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		<p>activity and what they will use in their practical life.</p> <p>You can use questions such as:</p> <p><i>What/how did you use critical thinking principles?</i></p> <p><i>What helped you?</i></p> <p><i>What was difficult?</i></p> <p><i>What have you learned that you can apply in life, in a real situation?</i></p>	
Beads 	1	<p><i>Great, you're getting your second bead, in this last module. There's only one more to go! Can we get it?</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>
Break	10		
Argumentation trainer - introduction	5	<p>Before we go into the next activity, let's try to tell me what is right (raise your right hand) and what is wrong (raise your left hand) with respect to laws, laws, rules of conduct between people, etc.:</p> <ul style="list-style-type: none"> ○ singing in public ○ theft ○ environmental activities ○ childcare ○ bodily harm ○ sale of drugs ○ bribery ○ reply to the greeting... <p>That was easy, you made your decisions quickly and all pretty much the same.</p> <p>What now, round two:</p> <ul style="list-style-type: none"> ○ stealing money to buy medicine for a sick child ○ the sale of a drug that has proven positive effects in the treatment of mental illness ○ environmental activities that resulted in a blockade of the city. Because of the radicals, not even an ambulance passed and 4 people died..... <p>There are topics that can be viewed from different</p>	



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		<p>perspectives and we can take into account the interests of different groups. Sometimes the decision about truth and right is not as clear-cut as when someone steals something or hurts someone. In addition, it plays a role whether we look at the matter with a perspective of 1 year or, say, 50 years. We're going to try it now.</p>	
Argumentation trainer – assignment and preparation of arguments	35	<p><i>"As we prepare for our expedition, we will be looking at controversial issues and our ability to put difficult topics in perspective. It's not always possible to know everything about everything, so seek out quality sources and lean on expert opinion."</i></p> <p>Form 2 teams - choose 1 common topic to discuss - prepare arguments for/against the topic (use the internet if available):</p> <p>1. Water as a right versus water as a commodity The issue of privatization of water resources in South America and its impact on access to water for local populations versus multinational corporations and agribusinesses.</p> <p>2. Indigenism versus globalisation Explore the impact of globalization on traditional and indigenous cultures in South America, including loss of language, traditions and land versus integration into the global marketplace and society. Foreign direct investment (FDI) in South America: development or neo-colonialism? Discussion on whether FDI promotes economic development and modernization or whether it represents a new form of economic exploitation and dependency.</p> <p>3. Legalisation of drugs and its impact on society and the economy Developing the arguments for and against drug legalization in South America, exploring its potential impact on reducing drug-related violence, the economic benefits from taxation and regulation, versus</p>	<p>Print:</p> <ul style="list-style-type: none"> • Discussion topics - <i>for each group</i>



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		<p>the potential social and health risks.</p> <p><i>4. Infrastructure development in Amazonia: Progress or disaster?</i></p> <p>Discussion of the construction of roads, dams and other infrastructure in the Amazon, weighing the economic and social benefits to Brazil and other countries versus the environmental destruction and threat to indigenous communities.</p> <p><i>5. Tourism in Antarctica: Explore or Protect?</i></p> <p>Antarctica is not technically part of South America, but many expeditions go there from South American ports. This topic addresses the question of whether more tourist expeditions to Antarctica should be allowed, considering the environmental impacts versus the scientific and educational benefits.</p> <p>Next topic - Discussion on how natural resource extraction (e.g. oil, precious metals, rare minerals) affects local ecosystems and communities versus economic benefits for South American countries.</p> <p>Each team prepares independently and can use the internet and other available resources.</p>	
Argumentation trainer – team presentations	15	<p>Each team has 5 minutes for their presentation. After the first team has finished its presentation, the second team immediately presents its position. Only then is there a reflection.</p> <p>The non-presenting team has a printed card with the evaluation criteria for argumentation. They can keep notes on whether the requirements for a good argument have been met.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Evaluation card - <i>for each team and for the facilitator</i>
Reflection	10	<p>During the reflection, we first ask questions to the first team that presented their arguments.</p> <p>Examples of questions:</p> <p><i>What do you think is a good argument from what you've come up with?</i></p> <p><i>What do you consider a good source?</i></p>	<p>Print:</p> <ul style="list-style-type: none"> • Evaluation card - <i>for each team and for the facilitator</i>



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		<p><i>What was difficult for you in terms of argumentation? What was easy? Would you personally be convinced by your argument, are you for/against and why?</i></p> <p>Followed by feedback from the other team - what did you like about the argument, what would you suggest changing/improving? The team can use the notes and criteria from the Evaluation Card for the Argumentation Game.</p> <p>Last is the facilitator's feedback - how he/she liked the presentation, the quality of the arguments, the resources... He/she can use the Evaluation Cards for the Argumentation Game.</p> <p>This activity is not designed as a competition, no winner is determined.</p>	
Final summary and reflection	5	<p>Sit the participants in a circle. In the final reflection, we summarize and highlight useful or interesting moments and realizations.</p> <p>Examples of questions we can ask: <i>What are you taking away today? What was useful...</i> We expect from each 1-2 awareness, interesting facts, what helped him</p>	Questions for reflection
Beads 	1	<p><i>You have managed to complete all the tasks of your expedition preparation! You have acquired all 4 competencies - communication, collaboration, creativity and critical thinking. Here I give you your last bead and congratulations, because now you are fully prepared to travel to the Amazon rainforest and go in search of an unknown and mysterious tribe that hides a secret. You are great!</i></p> <p>We will give each participant one bead to put on their bracelet and at the same time mark the pre-drawn bead in the Training Plan.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Training plan - 1x A3 <p>A bead for each participant</p>



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CRITICAL THINKING

WHAT IS IT?

= The ability to form one's own opinion, based on a reasoned belief and the ability to justify and argue it



IF I MASTER CRITICAL THINKING, I:

1. do not submit to first impression or general opinion
2. can recognize myths and manipulations
3. do not adopt traditional and trendy opinions naively
4. can form my own opinion based on knowledge and experience
5. can accept that I may be wrong or unsure
6. can interpret the data found
7. can read professional studies

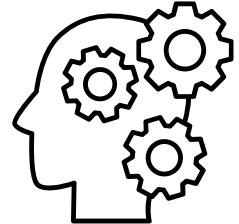
10 PRINCIPLES I SHOULD FOLLOW WHEN SEARCHING ON THE INTERNET:

1. When I find some information/claim on the Internet, I don't immediately believe it blindly, but I **check its accuracy**.
2. I don't just read the headline, it can be misleading. I will **read the entire text** available..
3. I will see who is writing about the given information. **Who is the author?** What page is this? What else are they writing about? Can it be believed?
4. Does the text I am reading **contain facts or just assumptions** and opinions? Does it link to other sources?
5. I will try to find out if **other reliable sources** write about this topic.
6. **How old is the source** I'm drawing from? Isn't the information out of date?
7. I can try to look up the given information on **websites that are used to verify facts**, such as demagog.cz, manipulatori.cz, hoax.cz, snopes.com or factcheck.org.
8. Pages may use manipulated images to promote fake news. If the text contains photos, I will **verify their origin**. I can try to search for the image in the opposite direction, using e.g. Google Images.
9. If I want to share and spread some information, I will verify it even more carefully. **I don't want to spread fake news**.
10. I always use **common sense and critical thinking** when searching the internet.



CRITICAL THINKING – WHAT DO YOU ALREADY KNOW?

WHAT DO YOU THINK IS CRITICAL THINKING?



WRITE 5 PRINCIPLES WHICH YOU WILL FOLLOW WHEN
SEARCHING FOR INFORMATION ON THE INTERNET:

- 1)
- 2)
- 3)
- 4)
- 5)

DO YOU KNOW AT LEAST 3 WEBSITES WHERE YOU CAN
VERIFY INFORMATION?

- 1)
- 2)
- 3)

ACCORDING TO WHAT DO YOU KNOW IT'S MOST LIKELY FAKE NEWS?
TRY TO MARK IT IN THE ARTICLE, OR WRITE DOWN YOUR IDEAS ON THE SIDE.

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UFO spotted over Prague! Is the world threatened by an alien invasion?

Last year in March, an incredible phenomenon was seen over Prague, which left many in shock and awe. Eyewitnesses reported seeing a mysterious aircraft that could not be identified. They described incredible lighting effects and irregular movement of the object, which was not similar to any aircraft.

Well-known scientists have now confirmed these speculations and warn that it could be an invasion of unknown civilizations from other planets. So are we in danger of being invaded by aliens? In the following article, you will learn how to prepare for such an invasion.



Black stories - game assignment

1. Mass Murder with Obstacles - The woman knew smoking kills, but so fast?
2. Mindless Conversation - A little small talk during work hours cost a young woman her life.
3. The proverbial self-deprecation - He was a real man. It was only logical that he didn't go to the doctor with such a small thing.
4. Orientation problem - A man got lost on a two-meter long trail and died.
5. Catastrophic proof by circle - If the two men had seen more grotesques, perhaps they would have spotted the deadly misconception soon enough.
6. An unexpected end to a vacation - A man put time and effort into his well-deserved relaxation. He ended up underground.



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Black stories - ANSWERS

1. An Italian woman made a hobby out of pouring petrol on anthills in the wild and then setting them on fire. One day, she was inspired to have a cigarette during this dubious method of disposing of insect vermin. She ended up just as she wished those hated six-legged insects would: charred and smoldering.
2. A 24-year-old hotel worker in Mexico chose not the telephone but the shaft of a freight elevator to talk to her colleagues on the lower floors. When the freight elevator cab unexpectedly approached, she did not move her head in time and lost it.
3. A 38-year-old Pennsylvania man was bitten while trying to pull a cobra from his friend's terrarium. Believing that such a sting could do him no harm, he decided not to seek hospital treatment. Instead, he marched into a pub where he enjoyed a few drinks in complete peace. At first, it really looked like he was right - nothing had happened. But then the delayed-acting effect of the nerve poison kicked in and killed the "real man".
4. Two 28-year-old employees of a London construction company cut a hole in the thick concrete ceiling in a very professional manner on the eighth floor. As can be seen in many cartoon grotesques, it does not pay to stand inside the circle during such operations. The two workers were apparently unaware of this – the concrete collapsed below them and, not wearing safety harnesses, they fell eight stories to their deaths.
5. A young man in North Carolina dug a six-foot-deep hole in the sand for his deckchair during his vacation to protect it from the wind. While he slept soundly in the shadowy pit, their walls collapsed and the sand buried the vacationist beneath. Only his corpse was recovered.
6. While playing hockey with friends, a 38-year-old Canadian came up with the idea of punching two holes in the ice and, in the traditional manner of polar bears swimming under the ice, sinking through one hole and swimming out the other. But even though the water under the ice was only waist deep, the Canadian never surfaced. Apparently, he lost his orientation in the icy cold water and confusion, coupled with the muscle wasting caused by the cold, did the rest. He was found several days later dead under the ice, just a few meters from the salvage holes.



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ARGUMENTATION GAME - CRITICAL THINKING

1. Water as a right versus water as a commodity

The issue of privatization of water resources in South America and its impact on access to water for local populations versus multinational corporations and agribusinesses.

2. Indigenism versus globalization

Exploring the impact of globalization on traditional and indigenous cultures in South America, including loss of language, traditions and land versus integration into the global marketplace and society.

3. Foreign direct investment (FDI) in South America: development or neo- colonialism?

Discussion on whether FDI promotes economic development and modernization or whether it represents a new form of economic exploitation and dependency.

4. Legalization of drugs and its impact on society and the economy

Developing the arguments for and against drug legalization in South America, exploring its potential impact on reducing drug-related violence, the economic benefits from taxation and regulation, versus the potential social and health risks.

5. Infrastructure development in Amazonia: Progress or disaster?

Discussion of the construction of roads, dams and other infrastructure in the Amazon, considering the economic and social benefits to Brazil and other countries versus the environmental destruction and threat to indigenous communities.

6. Tourism in Antarctica: Explore or Protect?

Antarctica is not technically part of South America, but many expeditions go there from South American ports. This topic addresses the question of whether more tourist expeditions to Antarctica should be allowed, considering the environmental impacts versus the scientific and educational benefits. Next topic - Discussion of how the extraction of natural resources (e.g. oil, precious metals, rare minerals) affects local ecosystems and communities versus economic benefits for South American countries.



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Evaluation of the argumentation game

Evaluation criteria	YES/NO	Notes
Sources listed		
Relevant sources (min 3)		
Concrete expression		
Substantive arguments		
Short and clear sentences		
Reasonable amount of information Calm pace of speech		
Respect for the opponent		
Involvement of the opponent - possibility to ask questions		
Appropriate vocabulary that the opponent understands		
Acknowledgement of mistake/error		



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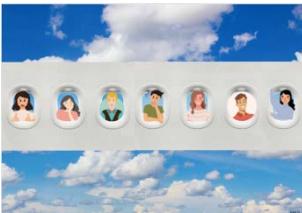
MODULE 6

COMMUNICATION

(LEVEL 2)



Module 6: Communication

Activity	Min.	Description	Materials
Story + goal of the day M6/1 	5	<p><i>"We're on an expedition in South America, and we've just met the research team. We were picked up at the airport directly by the lead researcher, Bára, with whom we have been in contact throughout the preparations. And she gave us the news enthusiastically.</i></p> <p><i>So far, her team has found that the little girl tells the story of her village and culture, and that everyone is prosperous, happy, disease-free and living unusually long lives. So, it's decided that the expedition will go there and try to find out their secret - maybe it's a cure, or an energy crystal, or a drug, or a genetic code..."</i></p> <p>We stick the picture on a flipchart/table so that it is visible all the time and we can add more to it, thus visualizing the whole journey. This will then give us a time sequence of the picture as the participants overcame the various obstacles.</p> <p>Goal of the day: to learn the principles of self-introduction : imagine yourself in 3 different situations</p>	Print: <ul style="list-style-type: none"> Journey in the rainforest - 1x on A4
Ice break: Tongue Twister M6/2 	15	<p><i>"We're on a plane to Amazonia right now. The flight is really long, so we decided to make it more enjoyable with a light game and practice our tongue-twisters.</i></p> <p>We want to be able to talk, and being prepared to say something to someone somewhere can be crucial to the impression I make.</p> <p>First part of the activity: the group comes up with 5 tongue twisters they know. Then they divide into pairs, and each try 2 tongue twisters. They repeat the tongue twister 3 times in a row.</p> <p>The second part of the activity: an articulation exercise to help you pronounce well: <i>She sells</i></p>	Print: <ul style="list-style-type: none"> Journey in the rain forest - 1x on A4



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<p>M6/3</p> 	<p><i>seashells by the seashore</i> - repeat together 3 times.</p> <p>Another articulation exercise for pronouncing difficult consonant clusters:</p> <p>Can you can a can as a canner can can a can? How can a clam cram in a clean cream can? Susie works in a shoeshine shop. Where she shines, she sits, and where she sits she shines. Red lorry, yellow lorry. How much wood would a woodchuck chuck if a woodchuck could chuck wood? He would chuck, he would, as much as he could, and chuck as much wood As a woodchuck would if a woodchuck could chuck wood</p> <p>Everybody tries to say it out loud in pairs.</p> <p><i>After a long flight we finally meet Bara at the airport and say hello. She drives us in her big expedition pickup to their research camp.</i></p>	
<p>Video: How to self-present</p>	<p>6</p> <p><i>In this research camp, Bara's colleagues want to teach us how to communicate better. So, let's watch a video where she explains a little bit:</i></p> <p><u>Theory - reminder of principles from module I + self-presentation topic</u></p>	<p><u>VIDEO</u> <u>Communication II. I</u></p>
<p>Elevator Pitch Worksheet</p>	<p>20</p> <p>Hand out worksheets and have participants read the principles and example texts</p> <p>Discussion</p> <p><i>Is there something you don't understand that you would like explained?</i></p> <p><i>Do you understand the recommendations and what do you mean by that specifically?</i></p> <p>Fill in each of your worksheets - you will then use this as a basis for further activities.</p> <p>Are you done? Alternatively, you will complete it in preparation for other activities that will be linked to it.</p>	<p>Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Elevator Pitch Worksheet - for all participants and facilitator



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		<p>As part of these activities, we will also practice this self-introduction, and you will receive feedback on it.</p>	
<p>Self-presentation - simulator I</p> <p>M6/4</p> 	15	<p><i>"There is still a short period of preparation going on at the research camp so that we can be fully prepared to go in search of the secrets of the tribe. But before that, we need to practice our self-presentation when we meet someone."</i></p> <p>Prepare a self-introduction, what you would say about yourself so that others on the trip can learn about you (where you are from, what your family is like, what school you go to, what you like to do...) - 1 min each, in pairs. Use the handout from the Elevator pitch worksheet.</p> <p>Each participant prepares individually with the help of a worksheet.</p> <p>Now comes the Self-Presentation in pairs. You each have 1 minute for your performance. In pairs, one speaks and the other measures the time. After the presentation, each pair gives themselves feedback in the format:</p> <p>What you did well (2x), Recommendations on what to improve (1x).</p> <p>Then you rotate and present the other and then receive feedback from your partner on your performance.</p>	<p>Papers Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Journey in the rain forest - 1x on A4
<p>Reflection</p>	5	<p>Shared reflection after the activity. We ask the group how they managed to complete the assignment and what they will focus on to improve.</p> <p>Examples of questions: <i>What went well?</i> <i>What will you focus on to improve?</i></p>	Prepared questions
<p><u>Video: Stage fright</u></p>	10	<p>Block about stage fright and working with stage fright, how to raise self-esteem + practice techniques</p>	<p><u>VIDEO</u> <u>Communication II.II</u></p>



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Pause	10		
Self-presentation - simulator II	40	<p>In this activity you will practice self-presentation. We always adapt our performances to who we are presenting to and what we want to achieve. Choose one of the situations below within our story and adapt your self-presentation to fit it (e.g. include specific experiences, hobbies, future plans, etc. that relate to the topic).</p> <p>Topics to choose for your presentation in Trainer II:</p> <ul style="list-style-type: none"> ○ You want to gain the trust of the locals and a job in the village. ○ You want to lead a local group of fighters. ○ You want to be part of a group of hunters. ○ You want to be part of a group of pickers. ○ You want to be part of a group that is newly formed to negotiate terms with the colonizers. <p>You can also make up your own situational context that fits the framework of the story.</p> <p>Choose a theme and tailor your performance accordingly. Start from the Elevator pitch worksheet and handouts.</p> <p>Everyone prepares individually with the help of a worksheet</p> <p>Presentation</p> <p>Self-presentation in pairs. Each of you has 1 minute for your performance. In pairs, one speaks and the other measures the time.</p> <p>After the presentation, each pair gives themselves feedback in the format:</p> <p>What you did well (2x), Recommendations on what to improve (1x).</p> <p>Then you rotate and present the other and then receive feedback from your partner on your performance.</p>	<p>Stationery Papers</p> <p>Print:</p> <ul style="list-style-type: none"> ● Topics for self-presentation - <i>for each participant and facilitator</i> ● Option to write topics on the board
Reflection	5	Shared reflection after the activity. We ask the group how they managed to complete the assignment and	Prepared questions



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		<p>what they will focus on to improve.</p> <p>Examples of questions: <i>What went well?</i> <i>What will you focus on to improve?</i></p>	
Pause	10		
Self-presentation - simulator III	40	<p>Create groups of max 6 people.</p> <p>Preparation - the same assignment as the previous activity: self-presentation within a role I am seeking in the story (gaining the trust of the locals/wanting to lead a local group of warriors/wanting to become part of a group of hunters/wanting to become part of a group of gatherers/wanting to become part of a group that is newly formed to negotiate terms with white people, etc.). The theme remains the same.</p> <p>This time you will be presenting to a larger group. The length of the performance is again 1 min. Everyone prepares individually with the help of a worksheet</p> <p>Self-presentation in front of the group. You each have 1 minute for your performance. One speaks, one measures time, the others listen. After the presentation, the whole group gets feedback in a format (everyone comments): <i>What you did well (2x),</i> <i>Recommendations on what to improve (1x).</i></p>	<p>Papers Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> Topics for self-presentation - <i>for each participant and facilitator</i> Option to write topics on the board
Reflection	5	<p>Shared reflection after the activity. We ask the group how they evaluate the individual rounds, what they improved in, what helped them.</p> <p>Examples of questions: <i>What do you see as the biggest shift in your presentation?</i> <i>What went well?</i> <i>What will you focus on to improve?</i></p>	Prepared questions
Final summary and	5	We will sit in a circle with the participants.	Print:



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<p>reflection</p> <p>M6/5</p> 	<p>In the final reflection we expect everyone to comment on the workshop and what practical takeaways, 1-2 things I learned, what helped me, what was interesting...</p> <p><i>Now, Bara and her research team consider us fully prepared for this mission. So, are we in? The rainforest is waiting for us...</i></p>	<ul style="list-style-type: none"> • Journey in the forest - 1x on A4
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ELEVATOR PITCH



A short self-introduction that lasts about **20-60 seconds**. Basically like a short elevator ride where you happen to be riding with a person who can decide your next career path. Now or never! You have a moment to approach the person, **introduce yourself, tell them what you do, what you are interested in, and why you are actually talking to them**.

PREPARE FOR THE QUESTION

"WHAT WILL YOU TELL US ABOUT YOURSELF?"

How to put together your self-introduction:

- think about what you would like people to remember about you
- what experiences, skills and knowledge should they automatically associate you with?

NON-VERBAL COMMUNICATION



When presenting yourself, **stand relaxed**, and don't forget to **move your hands**. Also, keep in mind that it is important that your performance sounds and looks **natural**.

WHAT TO KEEP IN MIND?

- **Eye contact**
 - When someone is talking to you, you probably don't like it when they keep looking away. So try to learn to maintain eye contact.
- **Gestures**
 - Use gestures when speaking. Don't stand at attention. Relax your hands.
- **Posture**
 - It is recommended not to stand with folded arms. Such an attitude can appear aloof and even unfriendly.
- **Breath**
 - Perhaps the most important tip of all is the simplest – breathe.
 - Rather a little more than trying to blurt out all the information in one breath.
- **Articulation**
 - Good pronunciation of words is also related to breathing. You need to slow down for proper breathing and pronunciation. A slower pace will ensure that you eliminate the risk of cross-talking or incomprehensible ramblings.



SELFPRESENTATION - EXAMPLES

SELF-PRESENTATION

I enjoy working with others, being part of a team, and creating something bigger. I choose activities, and hobbies and work accordingly to that. I consider it a success that I got into the high school I am attending now. I'm stubborn, when something interests me, I focus on it and want to learn everything about it. I can make quick decisions and agree with the people around me when we want to do something together. I would like to work somewhere abroad in the summer and gain language experience. My goal is to work for a big company and one day lead my own team.

SUMMER JOB

My name is Petr Mareš and I am currently attending a secondary vocational school for electrical engineering. I am in 3rd year. I enjoy finding out how machines work and fixing them. I am reliable and I am also said to be handy. Your company is one of the largest in the region, so I would like to work for you over the summer so that I can gain practical experience. I have the whole summer free, I'm glad to try different jobs.

FREE TIME AND HOBBIES

In my free time, I have been playing football for 5 years. I play in the attack position and go to training regularly. I like that it is a team sport and the result depends on each of us. I wasn't as good as the others at the beginning, but I'm fast and if I enjoy something, I go for it. Today I am in the basic team. I would like us to advance to a higher competition..

My hobby is playing games. I have been playing every day since I was 10 years old and have played several tournaments. I enjoy coming up with strategies and finding new ways to get to the next record. I found that others were not so good at it, so I started making videos on TikTok and I gave short tutorials on how to do it. I'm thinking of inventing my own game.

**Watch out for slang when making your self-presentation.
It is important that you are well-understood.
Which words are really important? Emphasize these when presenting.**





SELFPRESENTATION – TASKS

FOR EACH OUTLINE POINT, WRITE DOWN WHAT COMES TO MIND.
BASED ON THE NOTES, PREPARE YOUR OWN SELF-PRESENTATION.

What makes you who you are?

What are you proud of?

What have you accomplished so far?

Where did you gain experience?

What are your strengths?

What would you like to achieve in life and why?

Where are you headed? What is your vision?

WHAT IS IMPORTANT TO KEEP IN MIND WHILE SELFPRESENTING?

1) _____

2) _____

3) _____

4) _____

5) _____





Topics for self-presentation simulator II

In this activity you will practice self-presentation. We always adapt our performances to who we are presenting to and what we want to achieve. Choose one of the situations below within our story and adapt your self-presentation to fit it (e.g. include specific experiences, hobbies, future plans, etc. that relate to the topic).

Topics to choose for your presentation in simulator II:

You want to gain the trust of local residents and a job in the village.

You want to lead a local group of fighters.

You want to become part of a group of hunters.

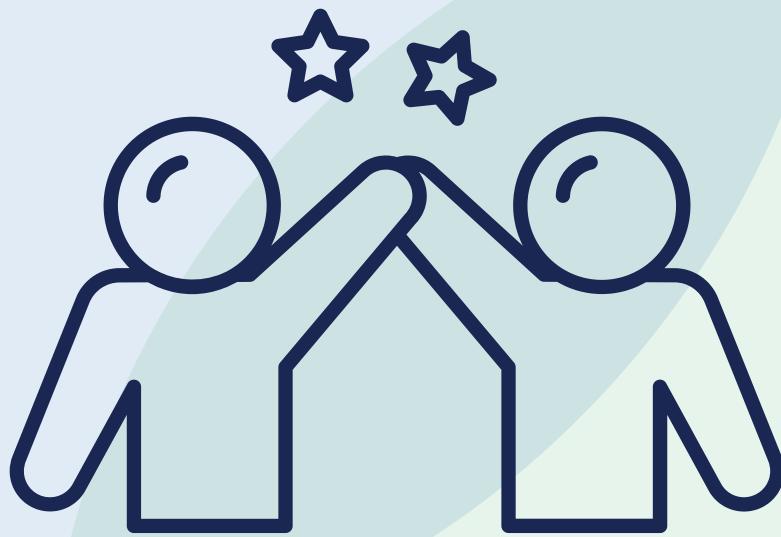
You want to become part of a group of gatherers.

You want to be part of a group that is newly formed to negotiate terms with the colonizers.

You can also make up your own situational context to fit the framework of the story.



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MODULE 7

COOPERATION

(LEVEL 2)



Module 7: Cooperation

Activity	Min.	Description	Materials
The story and goal of the day M7/1 	5	<p>Story line: 'We, as an expedition group, are currently on a journey into the rainforest in search of an unknown tribe. We don't know what characterizes the tribe, what its people look like, what they do for a living, so we don't know where to look for it. We head into the forest following only our intuition, the knowledge we gained in the preparatory course and the few pieces of information the research team was able to understand from the indigenous girl.'</p> <p>Goal of the day: To learn ways/methods of effective collaboration</p>	Print: <ul style="list-style-type: none"> • Journey in the rain forest - 1x on A4
Icebreak	10	<p><i>"To work well together we need trust in the team. Our team has gone through many situations where trust has grown between us. Nevertheless, trust needs to be constantly maintained and strengthened.</i></p> <p><i>So let's play an activity where you split into pairs. One of the pair will be blindfolded and the other will be able to see. The blind person's job is to go to the edge of the room, find the pencil case/cup/pen and bring it back to the one who can see. The one who can see has the task of guiding the blind person."</i></p> <p>More challenging version 1: The blindfolded one is not allowed to speak, but the pair agrees on signals in advance - sounds that signify individual commands. <i>For example:</i> <i>Aaaa - stop</i> <i>Uuuu - forward</i> <i>Clap 2 times - to the left</i> <i>And so on.</i></p> <p>More demanding version 2: When the blindfolded players arrive at the location,</p>	Blindfold Any item for each pair



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		<p>take the item they had, the facilitator switches navigators to navigate someone else back. Those who are blindfolded don't know what's going on. Moment of surprise and possible follow-up facilitation (How did you feel when someone else navigated you? ...)</p>	
Role Play M7/2 	25	<p>Players will play a group role play that focuses on cooperation and negotiation in a challenging situation.</p> <p>Role play is intertwined with colour typology.</p> <p>Ask the players to divide into 4 groups of approximately equal size according to colour typology. Preferably, those who came out red should be on the red team, green on the green team, etc. It is unlikely that equally sized groups could be formed so that everyone represents their colour at the same time. Therefore, we will ask some players to try to play for a different color and put themselves in a different color group than the one they got in the questionnaire.</p> <p>It is important that the groups at the end of the division are approximately equal in size: blue, green, yellow and red.</p> <p>Each group will be given their own group character with a proposed solution (attached document) and a color description from the typology. Each group then takes a position and behaves according to what is typical for that colour from the typology and tries to push their solution.</p> <p>You read out to all players the situation they are in (it is also in the document they were given):</p> <p><i>"We go deeper into the jungle and come across a river blocking our way. The river is wide and fast flowing, making it too dangerous to cross without proper equipment or strategy. However, we do notice a makeshift rope bridge hanging precariously over the river, which appears to have been built by a previous</i></p>	<p>Print:</p> <ul style="list-style-type: none"> • Role Play - for each group and for the facilitator • Journey in the rain forest – 1x on A4



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		<p><i>expedition. The bridge looks unstable and is not safe to cross."</i></p> <p>The task of all is to agree on how to resolve the situation in which they find themselves. They have 15 minutes.</p>	
Reflection	10	<p>We ask participants questions to give them an opportunity to process their experiences with this activity.</p> <p>Examples of questions we can ask:</p> <p><i>What was going on between you two?</i> <i>Who was trying to influence who?</i> <i>How did you feel in this situation?</i> <i>How did it affect you that someone else had different requirements than you?</i> <i>How was the collaboration in your group for you?</i> <i>How did you feel about playing a role of a different colour to the one you were given in the questionnaire?</i> <i>How did you arrive at a solution?</i> <i>What were your strategies?</i> <i>What is good about the colour blue? Green / red / yellow?</i> <i>What are their advantages?</i> <i>And their weaknesses?</i> <i>What was important in terms of coming to a solution?</i> <i>Who was your ally in the negotiations?</i></p>	
Break	10		
<u>Video: win win theory</u>	10	Video	<u>Video Win Win Theory</u>
Where are we going to camp? M5/3	25	<p>Shall we make camp under a rock or in the rainforest?</p> <p>Divide the group into two smaller groups.</p> <p><i>"Our expedition successfully crossed the river that stood so relentlessly in our way. We passed through the nooks and crannies of the forest along the river to</i></p>	<p>Paper Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Journey in the rain forest - 1x on A4



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M7/4a



or

M7/4b



the north, so as not to lose the direction in which the village was situated. The sun was slowly travelling across the sky and it was time to think about where we would spend the night. But the sun is really setting and we don't have much time to think. We have to decide where to camp, and we have two options: will it be under a rock at the edge of the meadow, or in the forest?"

"One half of you want to camp under a rock and the other in the woods. Where will you sleep? Which decision do you think is best?"

The sun has set and in a few minutes it will be dark. You have a few minutes to decide where to sleep, because after dark it will be very difficult to make your bed for the night."

The task of the whole group is to decide where to sleep. Let the participants discuss for a while. *"What collaboration and bargaining strategy will you choose to make the bargaining easier this time? What new insights from the videos will you use?"*

Give each group **a sheet of paper** and tell them to write on it questions they can use in this activity. Using the questions, participants can find out what the other group needs, what is important to them and why.

"How are you going to deal with the situation if you understand each other at the level of needs?"

We can ask questions and guide the participants:

"How do you try to address this situation when you've already heard about victory theory and needs-based communication?"

Finally, we will let the participants tell us what they have come to. Where will they sleep?

According to their decision, we glue the image on the visualization path.



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Reflection	10	<p>We ask participants questions to give them an opportunity to process their experiences with this activity.</p> <p>Examples of questions we can ask:</p> <p><i>How was it for you?</i> <i>What was different about this case than the last one?</i> <i>What did you do differently?</i> <i>How did you prepare for the negotiations?</i> <i>On what basis were you able to reach an agreement?</i> <i>What was your strategy?</i> <i>What can you take from this into your daily life?</i> <i>What's important to you about that?</i></p>	
Break	10		
<u>Video: conflict resolution strategies</u>	10	Video	<u>Video - Conflict Resolution Strategies</u>
Examples of conflict resolution	15	<p>Divide the participants into pairs/trios and assign an activity to the participants:</p> <p>Come up with examples of situations for each conflict resolution. What might a compromise solution look like? By competition? By cooperation? By accommodation, compromise or avoidance?</p> <p>Examples you may or may not use to guide them can be found in the attached document Examples of situations.</p> <p>At the end of the activity, participants share the examples they have come up with with each other.</p>	<p>Paper Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Conflict Strategies WorkSheet – for <i>each pair/triplet</i> • Examples of situations - <i>1x for the facilitator</i>
Cards	10	<p>Give participants cards that can be made from A4 paper. Let them work independently to write on the card what they think good cooperation is.</p> <p>Then share your individual observations in the group.</p>	<p>A4 papers/cards Stationery</p>
Reflection M7/5	5	<p>What do you take away from this module?</p> <p>Express in one word how you liked it.</p> <p><i>„The next morning one of us woke up and went to wash in a nearby stream. Someone was already at the creek... she thought it was someone from the team, so</i></p>	<p>Print:</p> <ul style="list-style-type: none"> • Journey in the rainforest – <i>1x on A4</i>



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M7/6



she said hello, but the person didn't turn back. It was strange... It wasn't until she was closer that she realized it wasn't anyone from them, but it was the girl that Bara and the research team had encountered.

The girl saw her, but she wasn't afraid. She slowly walked over to her and asked if she knew what they were looking for. To her great surprise, she replied that yes, the girl knew they were looking for her village. So one of us ran to the camp to wake up the rest of us and tell us what had happened. But none of us believed her, she was just dreaming...

Well, when a little while later the girl quietly came into the camp and appeared among us, we were left in mute amazement...

"I know what and who you are looking for. I'll take you there..."

We didn't say anything, we just packed up all our stuff and went where the girl led us.

For a long, long time the girl led us along tiny paths in the middle of the forest. Where we thought it was all overgrown, she just walked there and revealed a hidden path. So we walked until we saw a light somewhere out there in the fog... at the end of the path...



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Role Play: Expedition team in the jungle

Situation: When the expedition team ventures deeper into the jungle, they come across a river blocking their way. The river is wide and fast flowing, making it too dangerous to cross without the proper equipment or strategy. However, they notice a provisional rope bridge hanging precariously over the river, apparently built by a previous expedition. The bridge looks unstable and is not safe to cross.

GROUP 1

Red (director)

- has clear goals and visions
- needs challenges
- likes the feeling of power or control
- understands systems and knows how to use them
- communicates well
- likes to follow fashion trends
- most often in management positions

Risk taking: These members believe they need to take risks to achieve their goals. They propose to cross the rope bridge despite its obvious dangers and claim they can move quickly and avoid all potential threats lurking in the jungle.

Situation: When the expedition team ventures deeper into the jungle, they come across a river blocking their way. The river is wide and fast flowing, making it too dangerous to cross without the proper equipment or strategy. However, they notice a provisional rope bridge hanging precariously over the river, apparently built by a previous expedition. The bridge looks unstable and is not safe to cross.

GROUP 2

Blue (thinker)

- handy
- detail orientation
- loves charts, numbers, tables, facts
- more introverted
- prefer a quiet gathering of a few friends rather than a large company
- likes the system, traditions
- excellent accountant, lawyer, scientist, programmer

Problem solvers: This group is analytical and practical. They suggest investigating the bridge for weak points and strengthen it with materials found in the jungle, such as lianas or branches, to make it safer.



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Situation: When the expedition team ventures deeper into the jungle, they come across a river blocking their way. The river is wide and fast flowing, making it too dangerous to cross without the proper equipment or strategy. However, they notice a provisional rope bridge hanging precariously over the river, apparently built by a previous expedition. The bridge looks unstable and is not safe to cross.

GROUP 3

Green (supporter)

- needs to know the facts, but makes decisions based on emotion
- they focus mainly on the present
- often think more about others than themselves
- finishes things off
- excellent listener
- most often a teacher, civil servant, psychotherapist, in the helping profession

Diplomat: This group has experience in conflict resolution and communication. They suggest that the expedition team splits into smaller teams to explore both sides of the river, gather information on potential hazards and alternative routes, and then make a joint decision.

Situation: When the expedition team ventures deeper into the jungle, they come across a river blocking their way. The river is wide and fast flowing, making it too dangerous to cross without the proper equipment or strategy. However, they notice a provisional rope bridge hanging precariously over the river, apparently built by a previous expedition. The bridge looks unstable and is not safe to cross.

GROUP 4

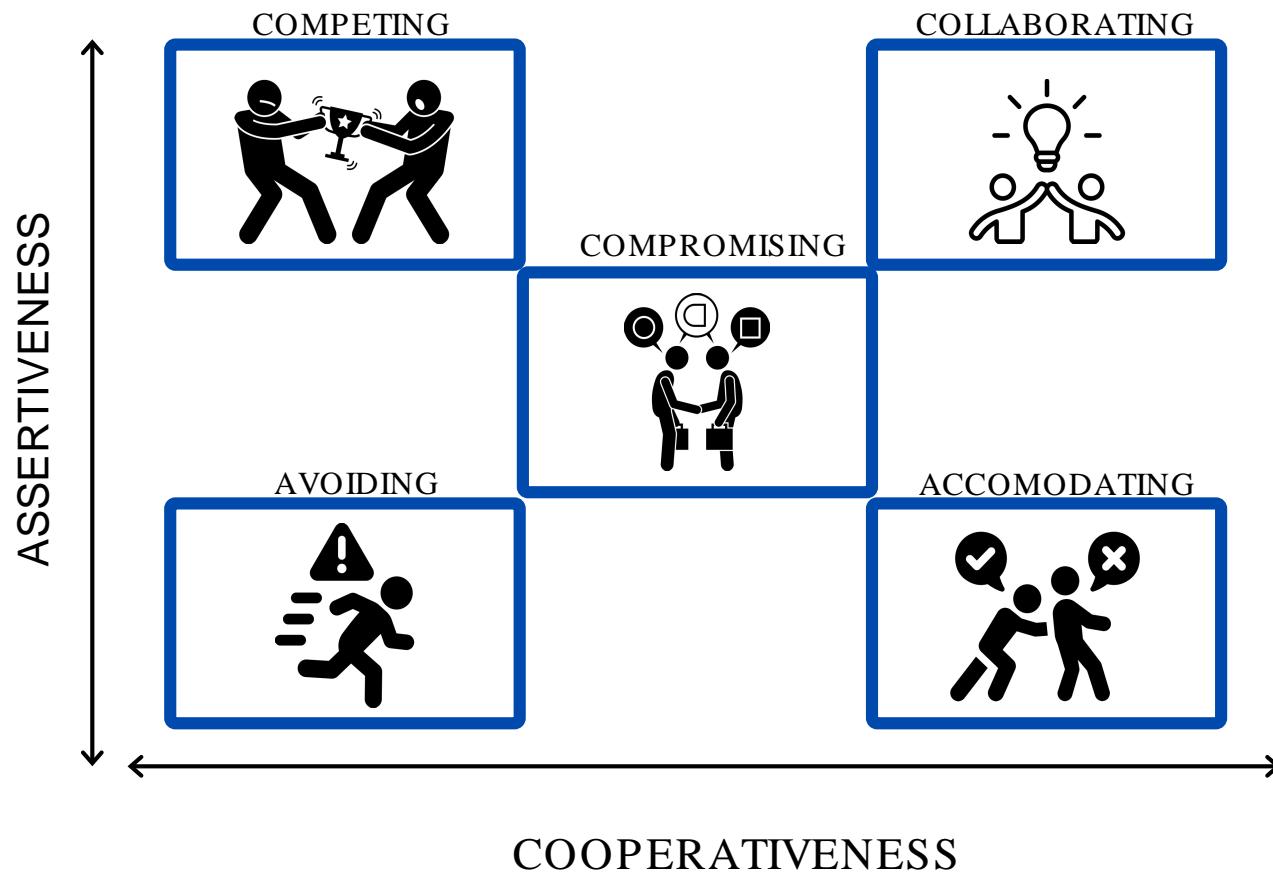
Yellow (socializer)

- extrovert
- likes to be the center of attention
- needs recognition from those around him
- an optimist
- often guided by their intuition
- born entertainer, creative, businessman
- presents very well

Adventurers: This group is adventurous and curious about the unknown. They suggest exploring the river course to see if there is a safer crossing or a natural bridge made of fallen trees or rocks.



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Examples of situations - conflict strategies

Come up with examples of situations for each conflict resolution strategy.

- Competition

If someone is unconscious and people are arguing about what to do, if you assert yourself and take charge, you can help the person get medical help faster.

Someone is overly protective of their ideas or opinions and becomes aggressive when objected to or disagreed with.

When you know you're right and there's a lot at stake, you have to stand your ground...

- Collaboration

If someone is outraged by an idea but sees that it concerns other people too, they decide to work with them on alternative solutions that they can mutually agree on.

If someone is burdened with too much work, they will discuss the problem with their employer and try to find a middle ground instead of quitting.

- Compromise

You and your colleague may both be interested in leading an upcoming project. You could agree to lead it together, or one of you could lead this project and the other the next one.

Two companies can collaborate on marketing activities when they both want to get more customers.

- Adaptation

If you bring up an idea for a future project in a meeting and one of your colleagues says they think it will have a negative impact, you can resolve the conflict by cancelling the original idea.

If a colleague has to miss work due to unavoidable circumstances and you agree to cover/do their work for them, even if you and the colleague are not close friends.

If a project needs to be completed and you will do "anything" to get it done.

- Avoidance

Although you are unlikely to encounter these scenarios at work, they can occur in everyday life.

For example, imagine you are on a public transport bus and the passenger next to you is playing loud music. You will probably never run into this person again, and your goal of a pleasant bus ride is not particularly urgent. You avoid conflict by ignoring the music, which is a valid option.

When small problems take up too much time and effort in terms of results.

When you have 1 or more members in conflict who openly reject any options for resolving the conflict and are unwilling to listen. This leads to postponing the conflict resolution meeting/discussion until later. It is easier for you not to resolve the conflict with this group.



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MODULE 8

CREATIVITY

(LEVEL 2)



Module 8: Creativity

Activity	Min.	Description	Materials
Introduction M8/1 	5	<p>Welcome to module 8, creativity. We will review what has happened so far and introduce the participants to the story:</p> <p><i>„The girl led us to the gates of the village. The guards let her go, but we had to stay outside. The girl told us that our task, which we had to do to get the guards to let us into the village, was to play Emotional Pantomime...“</i></p>	Print: <ul style="list-style-type: none"> • Journey in the rainforest – 1x on A4
Emotional pantomime M8/2 	15	<p>The participants sit in a circle, one draws a card with an emotion and their task is to present it in a way that the others can guess it. Gradually, participants take turns so that everyone goes at least once or until the emotion cards are run out.</p> <p>At the end, we lead a short discussion with the above question: <i>How can we recognize the emotions of others?</i></p> <p>We can ask, for example:</p> <p><i>What was difficult for you in recognizing emotions?</i> <i>What were you wrong about?</i> <i>What did you do well and why?</i></p> <p><i>„We successfully completed the task and the guards let us into the village. When we entered the village, we were amazed. The village looks beautiful and interesting at the same time. We noticed at first glance that really... people are still good looking, smiling, happy... What could it be?</i></p>	Print: <ul style="list-style-type: none"> • Emotion cards - 1x for the whole group • Journey in the rainforest – 1x on A4
M8/3		<p><i>The girl takes us to one of the tents, where we are supposed to fold up. It looks like the village is ready for us and that everyone was expecting us here.</i></p>	



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	<p><i>Well, is it really? Shouldn't we be careful not to scare them? Or shouldn't we try to understand them? Watch them work, understand them? So we go out of the tent and start watching the others. At the same time, we're trying to understand the workings of the native people...</i></p>	
Tribal Emotions Part I	<p>5</p> <p>The participants sit in a circle. Introduce the following situations in turn and ask the group how they would feel in the situation. We encourage them to list several different emotions that a person might feel in the situation.</p> <ul style="list-style-type: none"> - You were the only one who failed the difficult test of courage the first time. - Your best friend has been taken in to teach by great shamans from a distant tribe. He's been wanting this for a long time, he's leaving next week and you don't know when you'll see him again. - For the first time, you're going on a real multi-day hunt with tribal hunters in remote jungle locations. <p>In conclusion, we can sum up that we are all different, we have different experiences, preferences, etc. Therefore, each of us can feel differently even in the same situation. We will introduce empathy as a skill that helps us to empathize with others.</p>	
<u>Video: Empathy and Non-violent Communication</u>	<p>10</p> <p>We will play the video <u>Empathy and Nonviolent Communication</u>.</p>	Video
Tribal Emotions Part II	<p>10</p> <p>Participants sit in a circle and form pairs with a neighbour. Each pair draws a card from a deck of situation cards. The person who drew the card plays what happened and how they feel. The other of the pair responds in an understanding and supportive way, thus practicing empathy. All pairs take turns.</p> <p>Then we will do shorter reflections. We can ask the</p>	<p>Print:</p> <ul style="list-style-type: none"> • Situation cards - 1x for the whole group • Cut



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		<p>following questions:</p> <p><i>How was it for you?</i></p> <p><i>What was it like for you to be in the role of the responder?</i></p> <p><i>How did you manage to gauge the other person's feeling?</i></p> <p><i>How did you find the empathic responses?</i></p>	
Tribal Emotions III.	60	<p>Participants will be divided into pairs. Each pair is given 3 unique situation cards and one printed sheet of tribal emotion reaction to situations. Their task is to work out how they could handle the situation using the principles of non-violent communication and write it down according to the template. For each situation they will come up with wording for 1. observations, 2. feelings, 3. needs, 4. requests.</p> <p>Afterwards, each of the pairs will present their situations as a role play. The group puts themselves in the role of the one receiving and sharing the information, how they would feel, how they would react, what they might need differently to make the message clear and respectful at the same time.</p>	<p>Print:</p> <ul style="list-style-type: none"> • Tribal emotions_reaction to situations - 1x for the whole group • Situation cards - 1x for the whole group cut
Break	15		
Reflection	10	<p>We ask the group questions to help them reflect on the topic of empathy and non-violent communication and to support the transfer of new knowledge into their everyday lives.</p> <p>Examples of questions we can ask:</p> <p><i>What does non-violent communication mean to you?</i></p> <p><i>What are its advantages?</i></p> <p><i>In what specific situations in your life can it help you?</i></p> <p><i>What do you perceive as the obstacles to the use of non-violent communication in practice?</i></p>	
Method 5 why - introduction M8/4	10	<p><i>„We spend the whole day observing how the tribe behaves, what they do, how people communicate with each other, how they communicate, who has what roles and so on. We're looking for the secret!</i></p>	<p>Print:</p> <ul style="list-style-type: none"> • 5 Whys Method – 1x for each participant



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	<p><i>When the little girl comes to see us later this afternoon. She will tell us about one of their problems that the village was experiencing and it took them several years to figure out the cause of the problem. "Would you know of any way that would help us get to the root of the problem faster in the future?"</i></p> <p>We will introduce the "5 Whys" method as a simple and effective tool that is used to uncover the real cause of the problem.</p> <p>Hand out a printed copy of the <u>5 Whys Method</u> document to everyone and go over it together. Let the participants think of another problem they are facing, write it on the board / flipchart and try the 5 whys method together - write each why and the final solution on the board. We demonstrate that if we had stuck with just the first why, the solution we came up with would not have solved the real cause.</p>	
<p>5 Whys Method – tribal problems</p>	<p>Divide the participants into groups of 2-3. Each group will be given a printed document <u>Method 5 why worksheet</u>. Hand out the document so that they cannot see what is on it.</p> <p>Explain the rules of the activity: Each group has the same assignment. There are 3 problems, their task is to work out the real causes and propose solutions using the "5 whys" method. The activity is timed, the first group to finish wins.</p> <p>Afterwards, we will go through all three situations. Each group shares what causes they came to and what solutions they proposed. This shows that the causes, and therefore the solutions, to seemingly identical situations can be very different for each of us, and that the first cause that comes to mind is not what we really need to address to solve the problem.</p>	<p>Print:</p> <ul style="list-style-type: none"> • 5 Whys Method_worksheet – 1x for each group
<p>Reflection</p>	<p>We ask the group questions to help them reflect on what they have just tried, to encourage learning and to help transfer new knowledge into practice.</p>	



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		<p>Examples of questions we can ask:</p> <p><i>What do you take away about finding solutions to problems?</i></p> <p><i>How can we find the real cause of the problem in everyday life?</i></p> <p><i>What happens when we propose a solution without discovering the true cause of the problem?</i></p> <p><i>What if the solution we're applying doesn't work?</i></p> <p><i>When in your life have you encountered a situation where an applied solution did not solve a problem?</i></p> <p><i>What went wrong?</i></p>	
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happy



sad



angry



confused



excited



scared



anxious



embarrassed



proud



jealous



frustrated



disappointed



nervous



curious



relieved



bored



lonely



hopeful



grateful



overwhelmed



disgusted

Your friend didn't invite you to a birthday party.



Your sibling took your favorite instrument without permission and accidentally destroyed it.



While gathering fruit, a member of the tribe accused you of mainly eating and not gathering.



A member of your tribe has appropriated your catch and claims it was caught by him.



A friend posted your photo during the ritual without your permission.



Your best friend spends more time with someone else and you feel left out.



The friend misunderstood what you said and got angry.



You planned something with a friend, but now you have to cancel because of a family obligation.



A friend keeps borrowing your things without permission and it's bothering you.



You feel excluded, all your friends participate in the tribal activity, only you do not.



A friend shared a secret you trusted him with.



You feel that your opinions are not respected during discussions in the tribe.



Your parents have high expectations of your abilities and you feel under pressure.



A friend appropriated the best fruits from your joint collection.



Your parents don't listen when you try to explain that you need more independence.



You often contribute with your knowledge during rituals, but you feel that some members of the tribe do not appreciate you.



You were not included in the preparations of an important ritual, even though you wanted to be.



You suffered an injury while hunting and others are making light of it.





SUPPORTING DISADVANTAGED CHILDREN TO
DISCOVER THEIR STRENGTHS AND THRIVE IN LIFE



Tribal emotions – Reactions to situations

SITUATION 1:

Observation (what happened):

Feelings (how you feel):

Needs (what you need):

Requests (what you would like to request):

SITUATION 2:

Observation (what happened):

Feelings (how you feel):

Needs (what you need):

Requests (what you would like to request):



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SUPPORTING DISADVANTAGED CHILDREN TO
DISCOVER THEIR STRENGTHS AND THRIVE IN LIFE



SITUATION 3:

Observation (what happened):

Feelings (how you feel):

Needs (what you need):

Requests (what you would like to request):



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5 whys method

The "5 Whys" method consists of repeatedly asking "why" questions whenever a problem occurs to get beyond the obvious symptoms and uncover the root cause.

1. Identify the problem

- Write down the specific problem you are facing.
- Example: "I feel tired."

2. Ask "Why?"

- Ask why the problem is happening and write down the answer.
- Repeat this process until you ask "Why?" five times.

3. Break down the problem

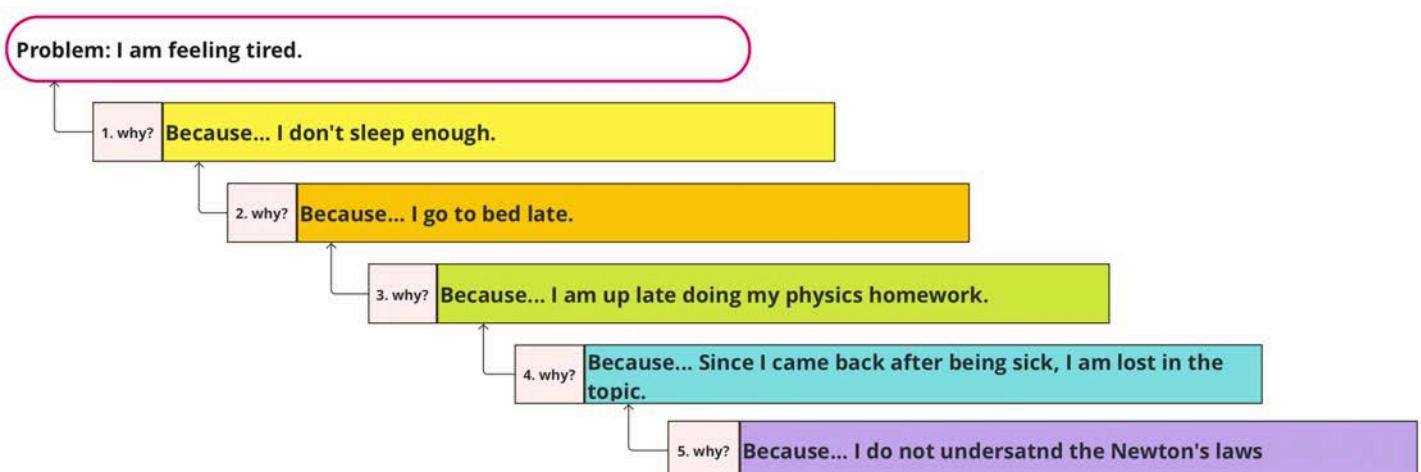
- Every time you get an answer, ask "Why?" again to dig deeper.
- Make sure each answer is logical and based on factual information.

4. Determine the root cause

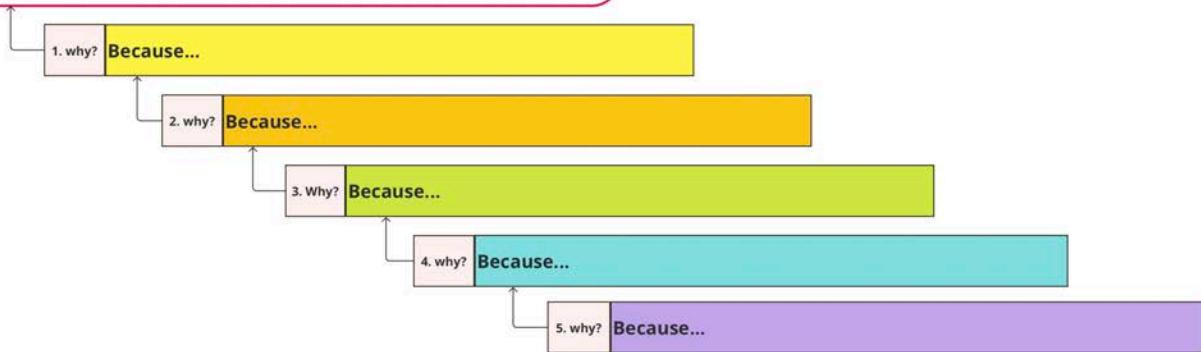
- After five iterations, you should get to the root cause of the problem.
- Example: "I don't understand Newton's laws."

5. Work out a solution

- Based on the root cause, come up with a practical solution.
- Example: "I will arrange tutoring to understand Newton's laws."

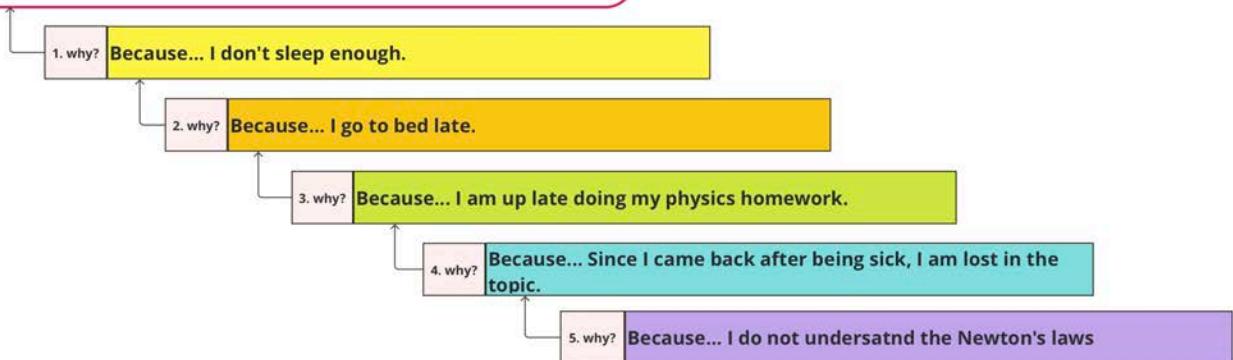


Problem: The fishing net was quickly destroyed.



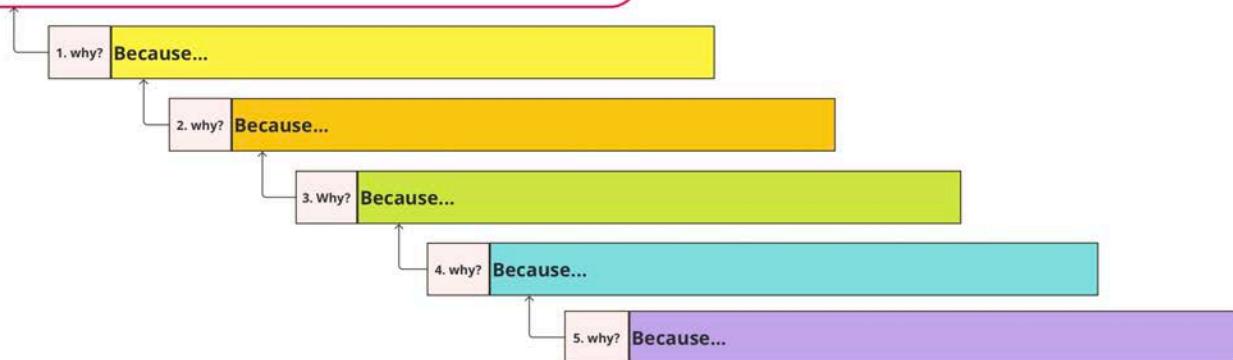
Solution 1:

Problem: We ran out of drinking water during the hunt



Solution 2:

Problem: The healing herbs were not effective.



Solution 3:



MODULE 9

CRITICAL THINKING

(LEVEL 2)



Module 9: Critical thinking

Activity	Min.	Description	Materials
The story and goal of the day 	5	<p><i>"Based on your research, it seems that there is something in this mysterious village that may be of fundamental help to our civilization. Today is your last chance to uncover this secret and perhaps gain something that will change the future..."</i></p> <p>Objective: to learn methods to verify sources.</p>	Print: <ul style="list-style-type: none"> • Journey in the rainforest – 1x on A4
Icebreak - Brain warm-up	30	<p><i>To help us think and look for explanations, we'll play Brain Warm-Up and go over theory to critical thinking together.</i></p> <p>Designate 5 stations in the room, each with a card with a question, a task.</p> <p>You have 8 tasks to choose from.</p> <p>Divide participants into pairs or teams of 3. Each team is timed on how long it takes to complete the activities and reach the finish line.</p> <p>Purpose of the activity: brain warm-up, try to solve as many problems as possible (the problems can go in any order.)</p>	Stationery Print: <ul style="list-style-type: none"> • Brain warm-up_task - for each pair/trio and facilitator • Brain warm-up_answers - 1x for the facilitator
Critical Thinking - What We Already Know (recap)	5	<p>Remind participants of the ten Commandments and the worksheet from Module 5 - go through it together as a group what they remember, what they find important, have had the opportunity to try something from last time, use it, noticed something, etc. - sharing. We use the worksheet from Module 5 as a guide.</p>	Print: <ul style="list-style-type: none"> • Critical Thinking Worksheet (Module 5) - 1x for the facilitator
<u>Video: Critical Thinking II - Source Validation</u>		Theory: How to evaluate sources, verify facts	<u>VIDEO: Critical Thinking II</u>
Discussion	5	Examples of questions you can use:	Prepared questions



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		<p><i>What did you find interesting in the video?</i></p> <p><i>What are some of the effects of the spread of fake news that you see around you or in society in general?</i></p> <p><i>Have you ever checked the veracity of a report (from the internet or from friends/family)? How did you proceed?</i></p> <p><i>Based on the video, which method(s) would you choose to verify the veracity of the report?</i></p>	
Critical Thinking Worksheet II	20	<p>We will distribute worksheets to the participants. They have to read the recommendations, the principles and work out the tasks.</p> <p>After completing the worksheet, we will go through the answers together.</p>	<p>Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Critical Thinking Worksheet II - for participants and facilitator
Pause	10		
Fake News and its spread	25	<p><i>„All this time we've been wondering what the secret could be. It's such a big thing that could change our lives... Who dares to ask a shaman about it?</i></p> <p><i>And is there actually a secret? Or have we just spread the word among ourselves and now we've become so attached to it that we believe it must be true...</i></p> <p><i>What evidence do we have that there is a secret recipe/mystery hidden in this village, that the villagers live to be many years old and smile all the time? Isn't it just because maybe they don't count years and days like we do and so we can't really tell how long they live? And the fact that they are always smiling and look peaceful may just be due to our perception?</i></p> <p><i>Does this remind us of anything? From our life in Europe? Isn't this how fake news spreads?“</i></p> <p>How is FN spread? - Ask the group this question and the participants try to come up with answers (e.g. through known chain emails, sharing on networks, sharing in the media...).</p>	



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		<p>We will divide the participants into two groups. How would you spread Fake News most effectively - one group thinks of how they would spread Fake News in a village in the rainforest and the other group thinks of how they would do it in the place where this workshop is being held (the city).</p> <p>Each group then presents its idea.</p>	
Reflection	10	<p>Examples of questions to ask the group for reflection:</p> <p><i>What methods and ways would you use? Are there differences by environment? What do people hear, what do they believe? And how would you prevent the spread?</i></p>	
The Call of the Shaman - Ten Commandments I M9/2 	20	<p><i>"The shaman sees that you are bright and good people. You have handled difficult tasks, you are thinking wisely about important issues that are crucial to the tribe's future survival. The Shaman challenges the expedition group: teach us and in return we will tell you our secrets - what would you recommend to the tribe, what are the principles of critical thinking to protect against colonizers, lies, manipulation and modern media."</i></p> <p><i>Well, look... here's the secret...</i></p> <p>In threes, make a maximum of 10 recommendations.</p>	<p>Papers Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> • Journey in the rainforest – 1x on A4
Pause	10		
The Call of the Shaman - Ten Commandments II M9/3 	20	<p>Then share them in a group and all together choose a maximum of 10 recommendations you would give to the shaman and his tribe.</p>	<p>Print:</p> <ul style="list-style-type: none"> • 10 Commandments – 1x for the lecturer • Journey in the rainforest – 1x on A4



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<p>Reflection M9/4 </p>	<p>20</p> <p>Examples of reflection questions:</p> <p><i>How satisfied are you with the quality and functionality of the recommendations you have made for the shaman?</i></p> <p><i>What is needed for any recommendations to be followed/taken up?</i></p> <p><i>What helps you personally?</i></p> <p><i>How could you use these recommendations yourself?</i></p> <p><i>What do you need for this?</i></p> <p> <i>"And I, the shaman of this tribe, give you the secret which you have gained by your wisdom, teamwork and skill - a parchment tied with a ribbon."</i></p> <p> At the end of the reflection they receive a scroll with the inscription IKIGAI from the Shaman. This is said to be the secret of their tribe.</p>	<p>Prepared questions</p> <p>Print:</p> <ul style="list-style-type: none"> • IKIGAI - a roll tied with a ribbon - 1x for the whole group • Journey in the rainforest – 1x on A4
<p>Final summary</p>	<p>10</p> <p>Sit the participants in a circle and begin the reflection.</p> <p>Examples of questions for the group:</p> <p>What am I taking away today? What will I use in practical life? What did I realize? What will I change based on what I learned today? ...</p> <p>Every min. 1 thing to share.</p>	



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Brain warm-up

1. Which word does not logically belong among the others?

BOOK - NEWSPAPER - MAGAZINE - E-MAIL

2. Word composition

From the given letters, make as many nouns as possible in the 1st singular case. They do not have to contain all the letters. Make at least 7 words.

RATELS

3. Is it true?

My great-grandfather is 100 years old, Pepík bragged to Peter. That's not a big deal, my grandfather is only 5 years older than my dad, said Petr. Could he be right?

4. Descendants

Is it possible for 2 girls to be born to 1 parents in the same year, month and day and yet they are not twins?

5. Complete the three common letters to make meaningful words:

--- DUCT
---GRAM
---JECT
---POSAL



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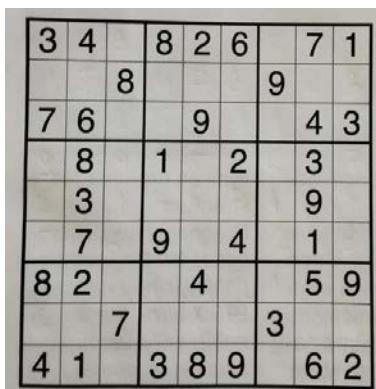
6. Make a word chain between the words *ford* and *blood*.

BARK—????—????—????—CARD

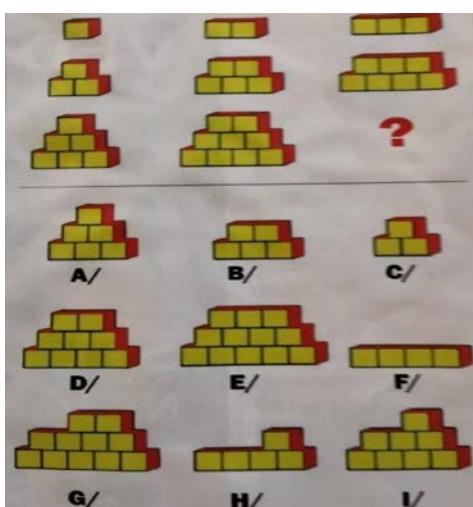
Each piece of the chain differs from the surrounding pieces by only 1 letter and must contain only nouns in 1 singular case.

7. Sudoku

In each row there are numbers from 1 to 9. The same number cannot be repeated in a row or column. What number should be in the top row on the left?



8. Select the correct picture instead of the question mark:



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Brain warm-up – answers

1. Which word does not logically belong among the others?
BOOK - NEWSPAPER - MAGAZINE - E-MAIL

ANSWER
(email - not printed)

2. Word composition

From the given letters, make as many nouns as possible in the 1st singular case. They do not have to contain all the letters. Make at least 7 words.

RATELS

ANSWER
(star, tale, laser, ear, alert, tear, steal...!)

3. Is that true?

My great-grandfather is 100 years old, Pepík bragged to Peter. That's not a big deal, my grandfather is only 5 years older than my dad, said Petr. Could he be right?

ANSWER
(Yes, it could have been, if he was on his mother's side)

4. Descendants

Is it possible for 2 girls to be born to 1 parents in the same year, month and day and yet they are not twins?

ANSWER
(Yes, if there were triplets - 2 girls and 1 boy.)

5. Complete the three common letters to make meaningful words:

---DUCT
---GRAM
---JECT
---POSAL

ANSWER (PRO)



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6. Make a word chain between the words ford and blood.

BARK—????—????—????—CARD

Each piece of the chain differs from the surrounding pieces by only 1 letter and must contain only nouns in 1 singular case.

ANSWER

(bark, dark, dart, cart, card)

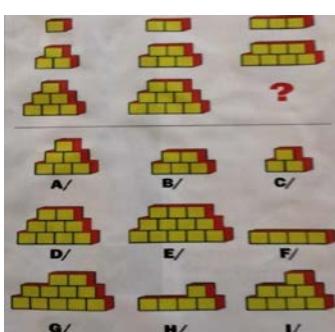
7. Sudoku

In each row there are numbers from 1 to 9. The same number cannot be repeated in a row or column. What number should be in the top row on the left?

3	4		8	2	6		7	1
		8				9		
7	6			9			4	3
	8		1	2		3		
	3					9		
	7		9	4		1		
8	2			4			5	9
		7				3		
4	1		3	8	9		6	2

ANSWER (9)

8. Select the correct picture instead of the question mark:



ANSWER

(E - one row is added each time)



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CRITICAL THINKING

WHAT IS IT?

= The ability to form one's own opinion, based on a reasoned belief and the ability to justify and argue it



IF I MASTER CRITICAL THINKING, I:

1. do not submit to first impression or general opinion
2. can recognize myths and manipulations
3. do not adopt traditional and trendy opinions naively
4. can form my own opinion based on knowledge and experience
5. can accept that I may be wrong or unsure
6. can interpret the data found
7. can read professional studies

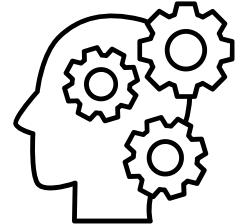
10 PRINCIPLES I SHOULD FOLLOW WHEN SEARCHING ON THE INTERNET:

1. When I find some information/claim on the Internet, I don't immediately believe it blindly, but I **check its accuracy**.
2. I don't just read the headline, it can be misleading. I will **read the entire text** available..
3. I will see who is writing about the given information. **Who is the author?** What page is this? What else are they writing about? Can it be believed?
4. Does the text I am reading **contain facts or just assumptions** and opinions? Does it link to other sources?
5. I will try to find out if **other reliable sources** write about this topic.
6. **How old is the source** I'm drawing from? Isn't the information out of date?
7. I can try to look up the given information on **websites that are used to verify facts**, such as demagog.cz, manipulatori.cz, hoax.cz, snopes.com or factcheck.org.
8. Pages may use manipulated images to promote fake news. If the text contains photos, I will **verify their origin**. I can try to search for the image in the opposite direction, using e.g. Google Images.
9. If I want to share and spread some information, I will verify it even more carefully. **I don't want to spread fake news**.
10. I always use **common sense and critical thinking** when searching the internet.



CRITICAL THINKING – WHAT DO YOU ALREADY KNOW?

WHAT DO YOU THINK IS CRITICAL THINKING?



WRITE 5 PRINCIPLES WHICH YOU WILL FOLLOW WHEN
SEARCHING FOR INFORMATION ON THE INTERNET:

- 1)
- 2)
- 3)
- 4)
- 5)

DO YOU KNOW AT LEAST 3 WEBSITES WHERE YOU CAN
VERIFY INFORMATION?

- 1)
- 2)
- 3)

ACCORDING TO WHAT DO YOU KNOW IT'S MOST LIKELY FAKE NEWS?
TRY TO MARK IT IN THE ARTICLE, OR WRITE DOWN YOUR IDEAS ON THE SIDE.

published on Blesk.cz 12. 6. 2024

UFO spotted over Prague! Is the world threatened by an alien invasion?

Last year in March, an incredible phenomenon was seen over Prague, which left many in shock and awe. Eyewitnesses reported seeing a mysterious aircraft that could not be identified. They described incredible lighting effects and irregular movement of the object, which was not similar to any aircraft.

Well-known scientists have now confirmed these speculations and warn that it could be an invasion of unknown civilizations from other planets. So are we in danger of being invaded by aliens? In the following article, you will learn how to prepare for such an invasion.



Critical Thinking II



WHAT IS OUR ROLE IN FIGHTING MISINFORMATION?

Media literacy

- Distinguish between reliable and false information
- Critically evaluate sources and verify information
- Seek out different perspectives and engage in factual discussions

Responsible sharing

- Review the information before sharing
- Only share verified sources to minimize the influence of misinformation

Supporting reliable journalism

- Support trusted news sources
- Get information from a variety of trusted media

Education and enlightenment

- Improve your media literacy and critical thinking
- Join discussions about the effects of misinformation
- Report and flag fake news

WHAT TO FOCUS ON WHEN ASSESSING THE RELIABILITY OF SOURCES?

Authority

- Find out if the author has relevant qualifications and experience in the field

Accuracy

- Verify information with other credible sources and look for citations and references to support claims

Actuality

- Check the publication date to make sure the information is current and relevant

Bias

- Be aware of possible author or organization bias and seek balanced and objective views

Domain

- Rate the website's domain reliability; Government, educational institutions, and reputable organizations are usually more reliable than personal blogs or sites with suspicious names



CRITICAL THINKING II

WHAT ELSE CAN HELP US CHECK THE CORRECTNESS OF THE INFORMATION FOUND?

Fact-checking websites

- Use sites like Snopes, FactCheck.org, and PolitiFact to verify various claims and rumors

Checking multiple sources

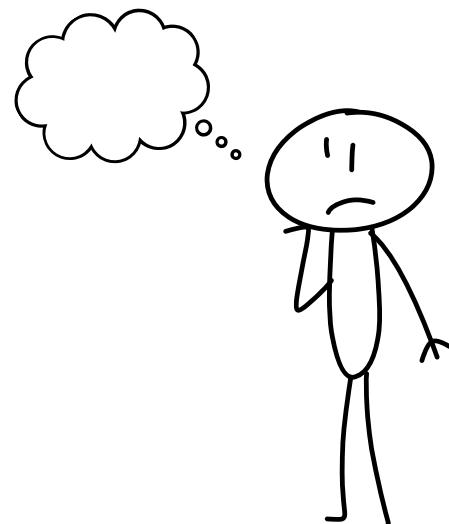
- Always consult multiple reliable sources to confirm the accuracy of information

Evaluation of quotes and images

- Verify the context of quotes and images and use reverse image searches to find their origin

Recognizing satire

- Learn to distinguish satirical content that may not be intended to be taken literally
- *Note: satire = the way in which people express themselves in a conciliatory and humorous way about social, political, or cultural topics. Often uses exaggerated or absurd situations to highlight flaws or absurdities in the real world.*





CRITICAL THINKING II - WHAT DO YOU ALREADY KNOW?



HOW CAN WE FIGHT MISINFORMATION?

- 1)
- 2)
- 3)
- 4)

WHAT TO FOCUS ON WHEN ASSESSING THE RELIABILITY OF SOURCES?

- 1)
- 2)
- 3)
- 4)
- 5)

TRY TO THINK TOGETHER AND FOR EACH POINT FROM THE PREVIOUS TASK GIVE ONE EXAMPLE OF HOW IT SHOULD NOT LOOK LIKE:

Ex: Authority - A person without a medical degree writes an article about how vaccinations cause autism in children

- 1)
- 2)
- 3)
- 4)
- 5)

WHAT ARE SOME OTHER TOOLS FOR CHECKING THE CORRECTNESS OF THE INFORMATION?

- 1)
- 2)
- 3)
- 4)



The Ten Commandments of Critical Thinking for the Indigenous Tribe

1. Listen carefully

Pay attention to all stories and advice from elders. Learn from their experience and wisdom.

2. Ask questions

Don't be afraid to ask questions when you don't understand something. Understanding comes through exploration and questioning.

3. Verify the truth

Don't believe everything you hear or see at first sight. Verify information from multiple sources and look for evidence.

4. Consider the consequences

Before you make a decision, consider what the consequences might be for you and your community.

5. Be open to new ideas

Don't be afraid of new ideas and perspectives. Keep an open mind to new ways of thinking and problem solving.

6. Share knowledge

Pass on your knowledge and experience to other community members. Learning together strengthens the whole community.

7. Respect nature

Think critically about how your actions affect nature and the environment. Live in harmony with nature.

8. Analyze traditions

Critically consider traditional customs and rituals. Consider whether they still serve their purpose or can be improved.

9. Maintain a balance

When making decisions, keep in mind the balance between old and new, between traditional values and modern knowledge.

10. Be honest and open

Always tell the truth and be honest about your intentions. Trust is the foundation of a strong and cohesive community.



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IKIGAI



MODULE 10

VISION



Module 10: Vision

Activity	Min.	Description	Materials
Introduction M10/1 	5	<p>„We managed to discover the secret of the local tribe - longevity, happiness and fulfilled life - IKIGAI. Our task today will be to discover what IKIGAI represents and how to bring it into our lives so that we too can be happy, healthy, content...</p> <p>We don't get any more information from the shaman or the other tribe members.</p> <p>It looks as if everyone has dispersed into their daily activities. Well, we'll have to check it out for ourselves...</p> <p>The elders of the tribe said that Ikigai consists of four wisdoms which, when applied together, are the cause of their happiness and success. But what does that mean?“</p>	Print: <ul style="list-style-type: none"> Journey in the rainforest - 1x on A4
Story cubes M10/2 	10	<p>„It occurred to me that I know a great game that opens us up to creativity and thinking "out of the box". So here are Story Cubes. This activity should help us think, direct, or possibly help us discover something we still don't see on that parchment. Creativity is a miraculous quality!“</p> <p>Participants will divide into smaller groups (approximately 5 members). Each group will be given a set of Story cubes and will play. They should choose a superhero (it can be a fictional character or a real person). One participant rolls the dice and begins to tell the story of that superhero, using the symbols that the dice represent. When a die is used, it is set aside to show which dice are still in play. A playing participant may use any number of dice (minimum 1). When finished, the participant on his/her right continues the story where he/she left off, using the pictures on the dice. Again, he or she may use any number of pictures. When there are no more dice, the participant who is next to roll the dice again and the game continues.</p>	Story Cubes - 1 pack for every 5 participants Print: <ul style="list-style-type: none"> Journey in the rainforest - 1x on A4



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		<p>The game ends when the story is complete, all dice have been used and each participant has had a turn. If the game went quickly and the participants had fun, you can continue with another round or two - a new superhero must be chosen for each round.</p>	
Visualization	25	<p>Participants sit in a circle, prepare paper and something to write in front of them. Play a recording of the visualization.</p> <p>There are 2 moments in the visualization when you need to STOP the recording and give the participants a few minutes to write down their impressions. When the participants look like they are done, we will play the recording again. After the recording is over, we also give space for a few minutes to write down their impressions. All three phases of reflection are done in silence, everyone works alone.</p>	<p>Papers Stationery mp4 playback device Recording: Visualization</p>
Reflection	10	<p>Let's give space for reflection. For example, we can ask the following questions to encourage participants to share. Sharing is voluntary, if no one wants to share, that's fine and we move on.</p> <p><i>How was it for you? How did you feel? What has come up in your life that you would like to share? What new things have you realized?</i></p>	
My life as a hero I M10/3 	30	<p>The shaman watches us, and sees how we are struggling... he comes to us and gives us a hint: "In this parchment is written a heroic story. What are your heroic stories?"</p> <p>It's kind of weird... because what's our hero story? You're not some Marvel superhero or something. But we know from past experience that a shaman can be relied upon. So we have no choice but to write our own hero story.</p> <p>The participants will now be tasked with telling their</p>	<p>Papers (quarters), coloured papers, stickers, magazines, strings... any material suitable for collage Stationery, paints, crayons, markers... Print:</p>



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		<p>life story as a grand, heroic tale. Each hero deals with obstacles and challenges in his life, while experiencing beautiful things, successes and failures. Their job is to first portray their life story, so</p> <ul style="list-style-type: none"> - the past (what important milestones have happened in my life, what successes I have had, what failures, what has contributed to me being where I am today, the way I am etc.) - presence (who I am, what my super skills are, what I enjoy, what is difficult for me in my current situation, what I struggle with, what I enjoy etc.) - the future (what challenges are ahead of me, what I wish to achieve in my life, what is important for me to have in my life, where, how and with whom I wish to live my life, how I wish to use my talents and gifts... etc.) <p>They can paint, write, cut out magazines and glue collage... Any way they can portray their life story so that they can retell it as a great hero story.</p> <p><i>„The girl looks at us and sees we're done with the hero story. So she calls the whole village to come and hear your heroic deeds... and is determined to translate everything into the language of her tribe.“</i></p>	<ul style="list-style-type: none"> ● Journey in the rainforest – 1x on A4
Break	15		
My Life as a Hero II	45	Each participant will present their creation and retell their life story as a grand, heroic epic!	
Ikigai	20	<p><i>„As we finish telling our heroic stories, we see pride on the faces of the tribe, tears of emotion... One of the tribe's elders, a shaman, stands up and begins to tell the story...“</i></p> <p>Each participant will receive a printed Ikigai document. We then play a message from a tribal shaman explaining what message Ikigai brings to their lives. We then give participants a few minutes to fill out the diagram - that is, to think about what they enjoy in life,</p>	<p>Stationery</p> <p>Print:</p> <ul style="list-style-type: none"> ● Ikigai - for each participant



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		<p>what they are good at, what makes them a living and what helps the world, and what intersection emerges for them.</p> <p>This is followed by a final reflection during which we invite them to share about their personal Ikigai.</p> <p><i>What does Ikigai show you?</i> <i>What direction do you see emerging from your Ikigai?</i> <i>Which part of Ikigai is clear?</i> <i>What part of Ikigai is missing?</i> <i>What can you do to discover the missing parts of Ikigai?</i> <i>What will your life be like if ikigai is not/will not be fulfilled?</i> <i>What can you do to live your Ikigai?</i></p>	
Final reflection	20	<p>We will post a map of the whole training (part 1 and part 2), remind the participants of each module and what we did in it.</p> <p>We hand out sticky notes, invite them to reflect on what they have learned, what they take away from each module and what they can apply in their lives, write it on the sticky note and then post the sticky note for that module. Allow about 10 minutes to work, then invite participants to share at the end - how the course was for them, what they take away from it and how they can apply it in their lives.</p>	<p>Stationery Glues</p> <p>Print:</p> <ul style="list-style-type: none"> Final Reflection - 1x on A3
A heroic act M10/4 	5	<p>At the very end, we will invite the participants to do something heroic, i.e. to make a decision, to make a commitment to themselves - one step, one thing that they will apply in their lives. Something that the training has inspired them to do, something that would be good for them to do, something that might help them on their journey to living with Ikigai.</p>	<p>Print:</p> <ul style="list-style-type: none"> Journey in the rainforest – 1x on A4



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Visualization

Sit down, close your eyes and find a comfortable position. You can start noticing how your body is in touch with a surface, with a surface of a chair or anything else you are sitting on, if your feet are in touch with the ground. Or your back, what does it feel, is it warm, is it cold? What sensations do you feel? You might adjust anything that you do not like about your position to feel fully comfortable.

And you can start focusing on your breathe. With every breath in we imagine how our body receives the necessary nutrients, the necessary energy, the oxygen. How it spreads and gets into all parts of our body. And with every breath out you can rid of everything that is not good for your body, that you do not need anymore.

So, take a few deep breaths, you breathe in the new energy, and you breathe out whatever it is that your body does not need anymore.

And now, please picture a river, a river somewhere in a nature, that you see in a distance, and you are slowly walking towards it. And when you reach the riverbank you see, there is a boat. So please get on the boat and start paddling down the river. And as you are going down the river with the flow of the water, you look around to the nature, or whatever there is. Just notice that what it is that you see, what sort of nature do you see? Are there any trees, any flowers? Are there any animals? Do you hear any sounds, birds or wind or anything? What are the colours, what is the season? How does it feel? Is it warm or cold? How does it feel on your skin? So just observe and continue going down with the stream.

And as you continue down the stream you see that on the bank of the river is your life. You see yourself as a little newborn with your parents and you see how you were welcomed to this life. And then you see the weeks, the months, years. You observe yourself as you were growing up as a little child from the very early days into the very first years... and teenage years and you observe what happened to you, all the milestones in your life. Everything that has happened, what was important to you... the good and the bad. You see your achievements, the moments that you are proud of, the moments you had fun, the moments you spend with your family. And in the same time, you see the moments that have been difficult, anything that you did not like, but happened to you. Anything that you did not achieve and maybe feel sad or angry about it. So all the important moments and all the important people who has helped you form into who you are today. Right here right now. So just flow down the river and observe all the important moments that are coming up.

And you go on... you go to the teenage years or the late years, whatever has brought you to here and now. And then when you are done observing what has happened in your life, what was important to you, who was important to you, how you felt in the moments... you see that there is a beautiful spot where you can stop the boat, so please direct the boat towards there, get of the boat and go and explore where it is that you have landed. Again, observe any sounds that you might hear,



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any colours that you might see, what it is that you actually see. Are there any animals, any flowers any trees? How the nature around looks like?

And start walking on the path that you see in front of you. And as you walk on the path, it leads you to a beautiful lake. So, you see the lake and you find your spot where you can sit down and observe it a little further. Enjoy what there is. So please sit down on that spot and look on the lake. As you are looking in the lake, what you see now on its surface is actually your life right here, right now. It is the life that you are living in the present moment. It is your school, your work, it is how your days are going, you see the people that are in your life with you. You see your family, your friends, whomever there is. You feel the feelings that you are having towards your life circumstances. What it is that you like about your life? And what it is that you would like to change in your life? What it is that you do not enjoy that much, and it is time to change it. Or anything that you do not like but you choose not to change it. So just observe the surface of the lake, give yourself a moment and just have a look at where you are at in your life right now.

"A moment of quite"

And when you are done with checking your life right now, I kindly ask you to stand up and continue the path that led you towards here. Just go further and further. And as you go further and further you reach a spot from which there is a beautiful, very beautiful view... You can view the landscape in front of you and below you and what you start seeing from that spot is your future. So take a moment and observe how does your future looks like. What it is that is important to you? Where it is that you want to go? With whom do you want to go? Just observe how you wish your future to be... as of tomorrow up until years or decades ahead. Wherever you can see. Who are you in that future? How do you feel in it? Just take a moment and observe. What it is that you need to create the best future for yourself?

"there are moments of silence between sentences to allow participants to imagine and visualize"

And when you are done observing your future, you can get back to your breath, you can start focusing on your breath, how you with every breath in your intake the new energy and the new nutrients to every cell of your body. And with every outbreath how you get rid of the things you do not need anymore. So take a deep breath or a few deep breaths, as you wish, and when you are ready you can open your eyes. And please do not talk just in silence take a few moments to put on a paper anything that showed up. Anything that you saw, you noticed from your past, your presence and your future.

Thank you.



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The message from Shaman

IKIGAI is a principle that we used in our tribe in order to help us navigate through life, regarding our activities, regarding what it is that we are doing in our life.

And IKIGAI has 4 pillars. It somehow works as a table. Table also needs 4 and have 4 legs in order to be stable and work properly. And in the same way in order for our life to be balanced, for us to be truly happy and fulfilled, we need all those 4 principles to happen at once. And when we managed to find such an activity, we have our IKIGAI, then we experience balance and fulfilment in our life.

So the first pillar of IKIGAI is..

Whatever it is that you are doing in your life, it shall be something that you are good at it. That you are truly good at.

The second pillar is.. that it should be also something that we truly love, something that makes us happy, we are enthusiastic about.

The third pillar is that the thing we do is something the world needs. Somehow we contribute to the society.

And then, the 4 pillar is, that is also needs to be something that will make our living, that will financially sustain us and our family.

So when we have those 4 pillars at once, then we are experiencing an IKIGAI.

And as I said before, if one the legs, one of the pillars is not present.. for example, we do something that we love, we are good at it and the world needs it, but we cannot make our living out of it, and it just does not work, it is a struggle. Or for example, we do something that we are good at, we make our living, the world needs it, but we just do not like it.. that does not work either. So whenever we skip one of the pillars, then just our life is not balanced.

So my invitation for you is to take this IKIGAI as a gift from our tribe to use it as a tool. To stop once in a while in your life and do a little check. Where it is that you are at right now? Are you experiencing IKIGAI? If not, what pillar is not working? And



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what it is that you can change in your life in order to have an IKIGAI, in order to be more fulfilled, in order to fulfil the pillar?

Because these things change, you know, we may have found our IKIGAI and then circumstances changed and it does not work anymore. Or we do not know what our IKIGAI is and we try things out and we observe, we adjust and it is our life journey to find our IKIGAI.

Whatever it is for you, my invitation for you is to use this tool and once in a while stop in your life and have a few moments to reflect, see where you are at and see, whether there is anything to change and what it is you need to change.

Good Luck!



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Satisfaction but the
feeling of not being
useful

Fulfillment without
profitability

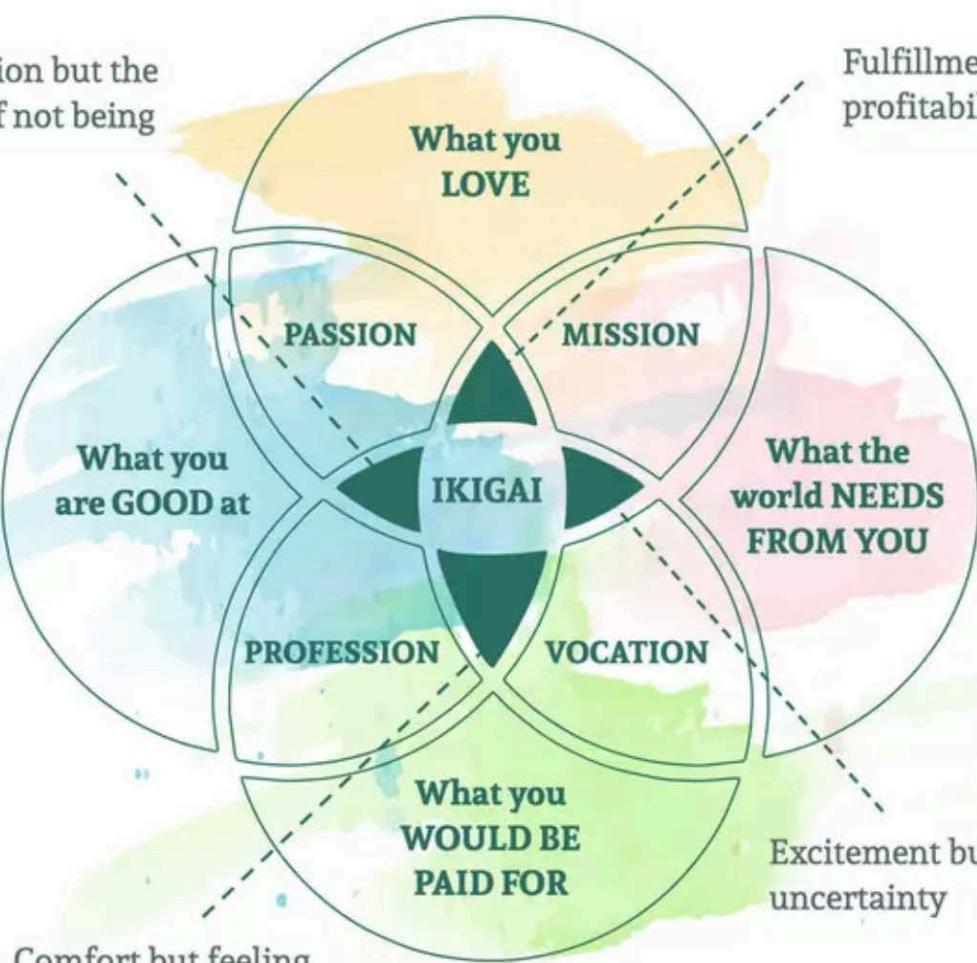
What you
are GOOD at

What the
world NEEDS
FROM YOU

What you
WOULD BE
PAID FOR

Comfort but feeling
of emptiness

Excitement but
uncertainty





FINAL REFLECTION

What have we been through?

Colour Typology

Personality Typology



What's great about each personality type?



Questionnaire

Colorful Persons

Verbal Communication



Written Communication



Communication

Nonverbal Communication

Magic Maze



Tropical Storm



Ten Commandment of good Cooperation

Cooperation

Assertiveness - how I feel when...



Passive?
Aggressive?
Assertive?

Role Play



I statements

Creativity

Critical Thinking

Discussion and Worksheet



Argumentation Trainer



Black Stories

Team Presentations

Communication

Elevator Pitch



Self-presentation

Self-presentation of the forest theme



Self-presentation in front of the group

How do we cross the bridge?



Win Win Theory

Where shall we sleep?



Conflict Management Strategies

Cooperation

Creativity

Emotional Pantomime



Tribe Emotions



WHY?

5 Whys Method

Source validation



Fake News

The Ten Commandments



IKIGAI

Critical Thinking

Vision

Superhero in Story Cubes



Visualization

My life as a hero





JOURNEY IN THE RAINFOREST



What is
the tribe
secret?





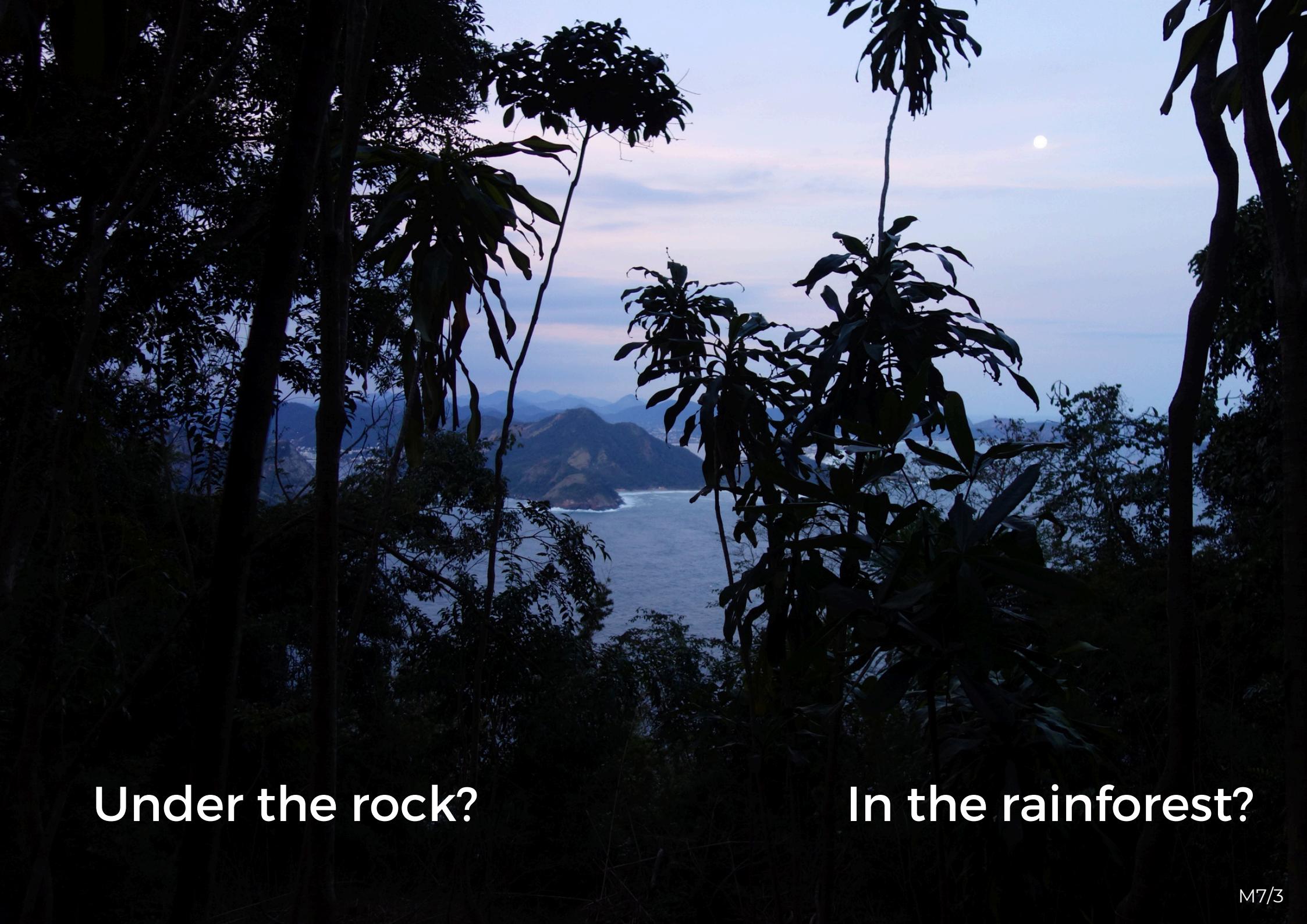








M7/2



Under the rock?

In the rainforest?





M7/4b





















M9/4

IKIGAI







M10/3



Hrdinský skutek



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SUPPORTING DISADVANTAGED CHILDREN TO
DISCOVER THEIR STRENGTHS AND THRIVE IN LIFE



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